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ABSTRACT

The aim of this program for the primary grades is to: 1) acquaint pupils with the many contributions by blacks to the city, state, nation, and world; 2) improve the self-image of black children and the understanding of white children so that a mutual respect can develop and grow; 3) acquaint all children with the heritage of Africa and its contributions to world culture; and 4) help children understand how people are important to each other. The guide is intended to assist teachers to integrate black studies into the regular work of levels K-3. Therefore, the units follow the normal elementary sequence: the family, the school, the community, and the earth. Each unit follows the same basic format. For example, Grade Two, "The Community", lists various kinds of communities (the city, suburban, rural, African, industrial, etc.); next come "Generalizations" (e.g. Every worker in the community is important); and then "Desired Outcomes" (e.g. To have some knowledge of life in African communities). This is followed by the basic lesson, suggested activities, short biographies of noteworthy blacks, and suggested resources. A black studies committee produced the middle grade curriculum guide after soliciting teacher opinion, taking suggestions from middle grade district meetings, and reviewing materials. The program is intended to help teachers integrate black studies into the regular work of the middle grades social studies curriculum. The fourth grade materials cover a sweep from historical notes on the first blacks known to have lived in St. Louis to present day local people. Fifth grade students study their own country and hemisphere, learning about blacks who have been important in all sections of the U.S. from early explorers to persons still living. The sixth grade focuses on Africa, its great civilizations, its contributions to the world in law, medicine, art, government trade, mathematics, music, religion and education, and why these things have been so long ignored. The units contain objectives (e.g., Students should know black authors, explorers, poets, inventors and their contributions), readings (e.g., on Estevanico), discussion questions (e.g., How did Africans usually become slaves?), and suggested activities (e.g., Students pretend they are Estevanico and write a diary of experiences). Bibliographies are included. The appendices provide biographical statements on blacks in various fields. (Author/PR)

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Curriculum Guide and Resource Book

UD016792

INTEGRATING BLACK STUDIES INTO THE KINDERGARTEN AND PRIMARY GRADES

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St. Louis Public Schools
St. Louis, Missouri
1972

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This *Curriculum Guide and Resource Book for the Kindergarten and Primary Grades* is intended to assist teachers to integrate Black Studies into the regular work of those levels. The suggestions, therefore, follow the familiar unit framework: The Family, The School, The Community, The Earth. Under each topic are introduced references to hitherto neglected contributions of Blacks.

Although teachers should stress the similarities between peoples, they should not hesitate to deal with the differences that have an impact on our society. Doing so cannot be regarded as implanting in children a race consciousness that they do not already have, for studies show that racial attitudes develop in children as early as age four. It is folly to pretend that children are not aware of differences such as skin color and that they do not form self-images that grow out of this awareness. But we must avoid stereotyping pupils through the use of racial and accusative labels. Such descriptions of children as dumb, lazy, loud, stupid, etc., are strictly out of order in the classroom; they stigmatize the user rather than the persons toward whom they are directed.

The aim of Black Studies teaching, therefore, is simple:

1. To acquaint pupils with the many contributions by Blacks to the city, the state, the nation, and the world.
2. To improve the self-image of Black children and the understanding of White children so that a mutual respect can develop and grow.
3. To acquaint all children with the heritage of Africa and its contributions to world culture.
4. To help children understand how people are important to each other.

There are, of course, many ways of integrating Black Studies into the curriculum. A questionnaire submitted to teachers indicates that the preferred approaches are the unit or topical, and the calendar. The former, which is that of the regular curriculum guide, gives the teacher a broad scope to work in; the latter enables him to introduce particular personalities on specific days of the month, sometimes in connection with holidays.

Some background information, of course, will be provided in staff development meetings, but it goes without saying that it will be necessary for teachers to read widely on their own. In particular, it is important to become familiar with African History, a hitherto neglected subject, as emphasized in the following quotation from LOOK, January 7, 1969:

> *We lied, we tried to hide the shame of slavery by calling Africans lazy and uncivilized. We taught the lie; we murmured it over tea. We created Tarzan and Amos and Andy. And now we reap the darkness of it. In truth, man's sunrise glowed first in Africa. He began there. In West Africa, historical homeland for most American Negroes, he built the powerful states of Mali, Songhai, Kanem, Benin that thrived long before Europeans came. The old Ghana empire lasted 1,000 years, to 1240. Timbuktu, Jenne, Kano traded gold, ivory, slaves. Nok and Ife art had no equal.*

In addition, abundant references to sources of audio-visual materials, realia, books, and other aids are given in each section of this teacher's guide. But regardless of what materials are chosen, the real test will be the teachers' attitudes toward them and toward the pupils, their enthusiasm for the subject, and the methods teachers use in presenting the materials.

We acknowledge with grateful appreciation the assistance of Dr. Edet Itven, Miss Julia Davis, and the Missouri Historical Society as resources; Miss Wanda Penny, Michael Pisoni and the Art Department of the St. Louis Public Schools for art works.

Black Studies Committee,

Nancy G. Fields

Vera R. Jansen

Shirley R. Martin

June, 1972

THE FAMILY

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GENERAL OBJECTIVES

1. To give each child a healthy self-image and pride in himself as an individual and as a member of a racial group.

2. To teach each child respect for racial groups other than his own and for people within those groups.

3. To instill in each pupil a love of country and a desire to contribute to the nation by becoming a working member of society.

4. To help the child to develop concern for others, not only to insure racial harmony in the classroom but also to influence his relationships with his family, friends, and community.

5. To help teachers to realize that schools are for children, that children are people, and that every person is worthy of respect.

6. To assist teachers to clarify their attitudes toward racial groups other than their own and to develop mature, informed attitudes toward all groups and their respective cultures.

THE FAMILY

GENERALIZATIONS TO BE MADE

1. In every country one finds some kind of family unit.
2. Families differ in composition.
3. Families vary in size.
4. Families exist primarily to serve their members and secondarily to serve society.
5. All persons in a family should cooperate with one another and share the responsibilities of maintaining the home.

DESIRED OUTCOMES

1. An understanding of the family as the primary unit in any society.
2. Recognition that the effectiveness of a family in fulfilling its purposes depends on the efforts of its members.
3. Understanding of family life in various parts of Africa and recognition that African and American families are more alike than different.

TOPICS FOR DISCUSSION

I. Definition of the American Family

Name the people in your family.
Are any of these people your cousins, aunts, uncles? When we speak of a family, what people do we usually include?

A. Families differ in composition.

How many of you live with both mother and father? Only your mother? Only your father? How many of you live with both your grandparents? Only your grandmother? Only your grandfather? Do any of you live with relatives other than these?

B. Families vary in size.

How many brothers do you have? Sisters? How many people in your family in all?

II. Purposes of Living in Families

A. Basic human needs are fulfilled by the family.

B. Moral, social, and cultural values are learned in family life.

What kinds of things do our families teach us?

C. Interpersonal relationships first begin by social interaction with members of the immediate family.

What kinds of things can I do to get along with my family, my school friends, and other people? What things should people do to get along with me?

III. Every person in a family is responsible for keeping the home pleasant and safe.

Do you have rules in your home? What kinds of jobs do you have at home?

FAMILIES IN ANCIENT AFRICA

Each person in the African clan, or family, had his own job to do. The women took care of the gardens and raised the food that they ate. If there was more food harvested than they needed, the women sold the food at the market. The women cooked, made thread or yarn into cloth, then used the cloth to make clothes. The women also took care of the children and did the laundry. The men herded cattle, cleared the land, and built the houses. They hunted, fished, and killed game -- deer, ducks -- for food. The men protected their villages from wild animals, and if there was a war, the men did the fighting.

The children were seldom separated from their parents. In the daytime, they worked beside the men and women of the clan. Since the children were taught how to do their job by watching others, they grew up in the work habits of the family. The boys herded cattle, helped to clear the fields, and went with the men on fishing and hunting trips. The girls tended the huts, swept the village yards, learned from the women how to make things grow in a garden. They also cooked, washed clothes, and helped take care of the little children.

At night the children listened to stories. During the day, when they weren't working, the children played games, sang, danced, made musical instruments, and repeated stories and riddles.

When the children became teen-agers (entered adolescence), they had to go through certain tests to see if they were ready to take on grown-up jobs. Usually the boys were taken to the forests for weeks, where they were tested for their bravery and readiness to become strong men. When the girls were ready to become women, they usually lived in huts apart from other people in the clan for weeks also. Older women advised them about their duties as wives and mothers.

Now all these tests were part of a ceremony. At the end of the tests, great feasts (dinners) were held with plenty of music, dances and songs. It was a very joyful and colorful affair. This ceremony was also a serious happening; it was carefully planned and carried out. All the people in the village took part in the ceremony and offered congratulations to the new grown-up members of the clan.

In Africa, the same importance is placed on the family as in America, but the African family is much larger. We would not have enough space in our homes for our African family to live with us. We could not buy enough land for all of the family to live together in the same block or on the same street.

A long time ago African people usually lived in villages and clans. A clan is a group of people together in a single place under one chief, with the same ways of life and language. Their huts were grouped together around a clearing. Water was nearby. Some of the huts were made of stout poles: the roof was thatched with palm leaves or mats of straw and shaped like beehives. Other huts were rounded like Eskimo igloos. The Africans were very clean people. They swept their huts out often. There were mats on the floor but very little furniture inside the huts. Outside the huts were carved wooden pillars or statues dedicated to (made in memory of) ancestors (relatives who are dead).

Cooking was done over outdoor fireplaces. The Africans bathed and washed their clothes at nearby lakes or creeks. Festivals (celebrations) were also held outdoors.

Africans loved to tell stories and riddles. Each clan had one or more official story-tellers. These were usually old men who knew everything that had happened to their ancestors in the clan. In this way the heritage stories were passed down from year to year. The story-tellers were teachers, but also they told stories for fun. Some people in Africa today still live in clans, and families of Africans continue to stay in villages together.

TOPICS FOR DISCUSSION

1. Pupils may compare the part each member of an American family plays in keeping the home running smoothly with the African family's contributions in clan living.
2. What preparations are made by the American family to teach girls to be women and boys to be men?
3. Who does the cooking for your family?
4. When will your family consider you as an adult? (Pupils may have to do an oral homework assignment on this.)

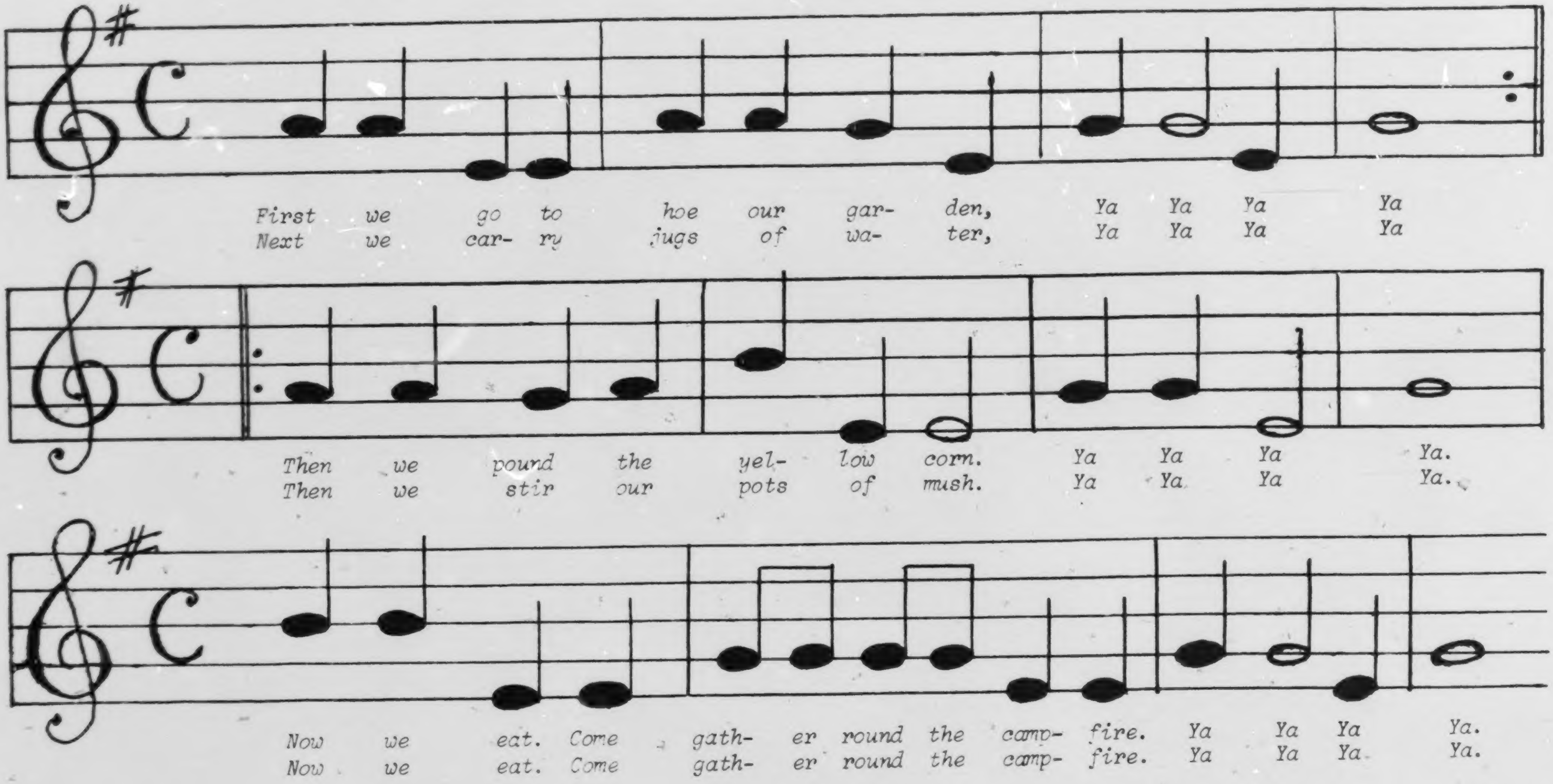
SUGGESTED ACTIVITIES

1. Have the class paint an African village. Include some people doing their daily work.

2. Make a real sleeping mat. You will need an orange crate and the heavy brown twine (the type usually kept in the office to tie books and records together). Weave the twine in and out of the slats in the orange crate. The closer the slats, the tighter the mat will be woven. A fringe at the end of the strips of twine will make it more attractive. Then paint the mats using bright colors and a combination of simple designs.
3. Show the children pictures of the types of huts that the Africans lived in.
4. Take the class to the City Art Museum to see the African statues, pillars, or masks used to decorate the outside of the huts.
5. Read to the class some of the African folktales and riddles.
6. The teacher may want to teach the song "Before Dinner" which is on the next page.
7. The class can make their own African drums. Use round boxes or cans. Wrap paper covers around them on which you have drawn African designs or patterns. Place a small piece of leather or parchment over the open ends.

BEFORE DINNER

Congo Folk Song


First we go to hoe our gar- den, Ya Ya Ya Ya
Next we car- ry jugs of wa- ter, Ya Ya Ya Ya
Then we pound the yel- low corn. Ya Ya Ya Ya.
Then we stir our pots of mush. Ya Ya Ya Ya.
Now we eat. Come gath- er round the camp- fire. Ya Ya Ya Ya.
Now we eat. Come gath- er round the camp- fire. Ya Ya Ya Ya.

8. Use modeling clay to fashion some of the animals of Africa. The class might like to model figures of some of the African clansmen.

9. Cut an African-type shield from a piece of heavy cardboard. On it paste a piece of heavy paper on which you worked an African shield design.

10. Collect some red, white, and blue beads to weave an arm bank, head-band, or necklace.

11. Make African masks of modeling clay. Paint designs.

12. Make a mask of cardboard or heavy paper. If a pupil wants to make a lion's head, orange wool or yarn may be used for the mane.

13. To pupils: Draw a picture of how your family would look if you were living in Africa a long time ago. Can you name the people in your family?

14. Model an African family from clay. Use bits of cloth to dress the people in the tribe.

15. The teacher and the class could make models of African huts, using sticks, mud, leaves, and grass. Straws, cardboard, construction paper, paste, and staples may also be used.

LIVING IN AFRICA TODAY

Some people still live in villages in Africa, but others live in houses with only their mother, father, sisters, and brothers. In their homes many Africans have refrigerators, television sets, air conditioners, automatic washing machines, and other things to make taking care of families easier. Cooking is done inside over a gas or electric stove. All Africans don't have these things. Some still cook outdoors and wash in rivers. Although some Africans have cars, many of them ride bicycles (British influence). More grown-ups than children ride bicycles. They ride not only for exercise and fun, but to get where they want to go. In some European countries, people use bicycles in the same way that your daddy uses a car: to get to work, go marketing, or run errands. Then some people have no bicycles or car. They walk every place they want to go.

There are people who still grow fruits and vegetables and sell them in the market on market day. Have you ever been to Soulard Market? Farmers bring their fruits and vegetables to our city and sell them at Soulard Market. On Saturday the market is very crowded; farmers are trying to outsell one another by claiming their fruits and vegetables are the best and cheapest.

Africans usually dress the way we do except on special days. Then they will usually wear native costumes. A city in modern Africa looks pretty much like any city in America. There are factories, buses, stores, telephones, and other modern conveniences.

TOPICS FOR DISCUSSION

1. How did people in ancient Africa cook their food? How do people in modern Africa cook their food?
2. How did people in ancient Africa wash their clothes? How do people in modern Africa wash their clothes?
3. In ancient Africa people rode animals or rode in carts or wagons. How do you think people in modern Africa get around today?
4. Would an African family have enough to eat if they did not grow fruits and vegetables? How would they get their food?
5. Do you dress in a different way on special days? Do people dress differently at church than at school, or work, or other places that you see them?

FIELD TRIP:

Soulard Market - 7th and Carroll Streets

MATERIALS

TR 6624a *Africa and the Continental United States*

SL 2680b* *African Dress and Design*

R 4655g *Folk Tales from West Africa*

SL 2680a* *Treasures and Traditions of Africa*

MUSIC AND THE AFRICAN CHILD

NOTE: The following information relates to ancient Africa, that part of Africa that is south of the Sahara Desert. For a long time music in this part of Africa was ignored by the rest of the world. The missionaries discouraged music that was not morally or spiritually uplifting, and the Europeans and Americans felt that since Africans were inferior people, their music was inferior and not worthy of their attention.

The African child loved music. Music was a part of life. When the infant was born there was a celebration with music. There was a ceremony with music when the baby was named and when he got his first tooth; many other changes in the growing child's body were celebrated with music. There was music when the children entered manhood and womanhood, music for marriage, and music for sickness and death. Many songs follow the season; there were songs for the new moon, agricultural (farming) festivals, and happenings throughout the year. There was music for all occasions. The people of ancient Africa believed in different gods and spirits, so many songs were used for prayer. There were songs to bring rain, songs to protect the village against fire and other dangers, music for warriors, songs to heal the sick.

Children learned the ways of life in song. They sang to learn how to count and sang to learn the language of their clan. The story-teller for the village sang songs to teach the children about life in the clan, people in the clan, and things that were considered right and wrong.

In our country, we give praise and honor to important people by making speeches. But in ancient Africa, they praised their chief and other people in high positions through music. In many churches we sing our praises and prayers to God, and someone might play the organ or piano as the church members sing. In Africa, the word of the gods was brought to the people through drums, they thought, and they sang their praises to the gods.

There was music in every part of the African's life, all his life. From the time he was born until the time he died, he was surrounded by music. African children of long ago learned to play music and to make musical instruments. The African child learned to sing while he was learning to talk. Music was his world. The jazz music that you hear on the radio started in Africa. Many of the musical instruments used in jazz bands are copied from African musical instruments from long ago.

REFERENCE:

Warren, Fred and Lee Warren. *The Music of Africa -- An Introduction.* Englewood Cliffs, N.J. Prentice-Hall, Inc., 1970.

NOTE: Learn more about instruments and records in the Discography and Appendix of the book cited above.

TOPICS FOR DISCUSSION

1. When does your family listen to music?

2. Most of you have radios in your home. When do the members of your family usually listen to the radio?

3. Does anyone need a special reason for listening to music?

4. Can any of the people in your home play an instrument? Tell us about it.

5. Are there any singers in your family? Does a person need a reason to sing? Does your mother ever sing at home? When does she usually sing?

6. Are there times when your whole family plays or sings together?

7. Listen to examples of classical, country-western, ballad, jazz, blues. Expose the children to various types of music.

SUGGESTED ACTIVITIES

1. Compare some of the musical instruments we use today with those used in ancient Africa.
2. Show and tell how the Africans made some of these musical instruments.
3. Contrast the use of the "talking drum" by Africans and American Indians.
4. Let children create dances asking for rain, protection from enemies, a good harvest, etc.

AFRICAN ART

Art plays an important part in the life of the African. African art is functional and also is representative of the religious life of the people. The vases, statues, dolls, masks, and other art objects are created to show that Africans believe that life and growing things depend on "living spirits." Masks and costumes were used in ceremonies and rituals to hide the identity of the wearer so that he actually became the spirit he represented. Ceremonials were held for seasonal activities such as planting and harvesting as well as for fertility and initiation rites.

Masks are made for men, women, and children. Some masks are worn over the face while some cover the entire head and shoulders. Other masks are worn on the chest like a medallion, or on the head. All of the family takes part in this ceremonial. Then, the African expresses his true feelings about his way of life through his art.

Some African groups worshipped their ancestors. They made and decorated ancestor figures which were put in or near the place where the family lived. In some parts of Africa, believers make Voodoo dolls, charms and amulets in order to deal with good and bad spirits. Ashanti dolls were used as toys by the children but were worn by the women who believed that this would insure their having healthy children.

We can understand much of the way people lived in Africa centuries ago by studying the art and artifacts found by archeologists. Many scientific research parties have discovered collections of terra-cotta figures and vases as well as metal sculptured pieces in excavations in many parts of the African continent. Many of these art objects date back hundreds of years with some even being as old as man himself.

The Nok people, who appear to be the cultural ancestors of the Yoruba people, worked in brass and iron. An Ife tomb revealed a variety of terra-cotta figures. Benin and Ghanaian sculptors were famous for gold, ivory and bronze works.

Art, like music is part of the African's life. He is surrounded by art from the time he is born until he dies. We can understand the people of Africa better when we study their art.

HOW THE FAMILY CAN INFLUENCE LIVES

MARIAN ANDERSON

The beloved Black contralto, Marian Anderson, came from a devoted and loving family. Marian didn't really have a lot of playthings, and she really didn't need them because she had her parents in whom she found great joy. Her father was a six foot, dark, and handsome man, who worked hard and provided well for his family. Her mother, a tiny woman, stayed at home to take care of Marian and her two sisters. However, when the family needed extra money for special occasions, her mother would do outside work, such as laundering and cleaning.

When her father realized that Marian was interested in music, he bought an old piano from his brother. He encouraged her in her singing in the church choir.

The family did many things together, like going to the circus, and attended church every Sunday. They had special surprises from time to time for the family - trips, treats, and new clothes. After the death of her father, the mother continued to care for the family.

At age nineteen, Marian Anderson began to take singing lessons. For an audition she sang "Deep River." Success was hers immediately. She was acclaimed in concerts all over America. She sang in concerts in Paris, France, at the New York Philharmonic and Carnegie Hall. Marian Anderson was the first Negro to appear in the Metropolitan Opera. She gave an Easter concert at the Lincoln Memorial before thousands. Hers was "a voice heard once in a century."

Since 1965, she has left the concert stage. Marian Anderson has served as an Alternate Delegate to the United Nations, representing the United States. She has retired with her husband to Danbury, Connecticut.

TOPICS FOR DISCUSSION

1. How did her immediate family help her with music?

2. Where did she develop a desire for music? Discuss.

3. What made it possible for her to study in Europe?

4. What success did Marian Anderson experience?

SUGGESTED ACTIVITIES

1. Play excerpts from spirituals sung by Marian Anderson.

BOB GIBSON

Bob Gibson, Cardinal baseball pitching star, was born into a poor family. In fact, his father died before he was born, and his mother had seven children to raise on her small paycheck. When the family managed to move to the public housing project in Omaha, Nebraska, Bob started playing games with the other kids. Mrs. Gibson made a happy home for her children. She stretched the money so that when Bob needed shoes for basketball or baseball, he could get them. His older brother, Josh, coached Bob on the baseball diamond and the basketball court.

His family stood by him through high school, college, and the minor leagues. In high school, he had starred in baseball, basketball, and track and received an athletic scholarship to attend Creighton University. He left college to enter the minor leagues, where he worked hard on his pitching. In 1961 he signed up with the St. Louis Cardinals--his first major league break. In 1968, he was named the National League's best pitcher and the Most Valuable Player.

TOPICS FOR DISCUSSION

1. Give at least three ways in which Bob Gibson's family helped him to become a championship pitcher.

THURGOOD MARSHALL

If U.S. Supreme Court Justice Thurgood Marshall had lived up to his mother's dreams, he would have been a dentist. His mother, a school teacher, wanted her two sons to have as much education as possible. His father, who was a railroad man, wasn't "stuck on" his son becoming a dentist. He liked to visit the courts on his day off, and many times he would take Thurgood with him. Sometimes when the boy was acting silly in school, the teacher made him leave the classroom, go to the basement, and learn parts of the U.S. Constitution. He learned them all right, but when people didn't give him his rights, he began to wonder what good they were. He asked his father about it. His father said the Constitution "told it like it was supposed to be," but someone would have to make it really be.

Thurgood did go to Lincoln University (Pa.) to become a dentist, but he was also on the debating team and so active in getting equal rights in the little campus town that in his last year he changed to law. He finished at the top of his class in law school at Howard University, and when he started practicing, he helped so many people who couldn't pay that he was called the "Little Man's Lawyer." True to his word, he fought for equal rights for Blacks until he had a new nickname, "Mr. Civil Rights." Because of his prominence as a constitutional lawyer, President Johnson selected Thurgood Marshall to become the chief advocate for the United States as solicitor general.

No wonder the boy who started out to be a dentist became the first Black associate justice of the U.S. Supreme Court.

TOPICS FOR DISCUSSION

1. Why didn't Thurgood Marshall become a dentist?
2. Who wanted him to become a dentist?
3. Why was he called the "Little Man's Lawyer"?
4. Try to share with your classmates as many things as you remember about Thurgood Marshall.

LANGSTON HUGHES

Some families help their children to get ahead, but Langston Hughes got ahead in spite of his family. He was a writer and he wrote about Negro life: the things that made them cry, laugh, and sing the blues. Langston was born in Joplin, Missouri. His father left the family in Kansas and went to live in Mexico. He didn't see his dad for a long time. His mother worked at different jobs trying to support Langston and herself. Finally, Langston went to live with his grandmother in Lawrence, Kansas. Although she told him stories or read to him, he was unhappy and lonesome. Books became a great help--a friend to him during this awful time. From then on he believed in nothing but books. They meant everything to him.

After his grandmother's death, he went to live again with his mother. From time to time she worked at different jobs but earned very little money. For this reason she asked him to quit school. He took odd jobs like busboy, clerk, and office boy, and although his wages were small, he helped pay the bills. He completed high school in Cleveland, Ohio. Later, he went to live in Harlem. While there, he made money from his writing of stories and poems. He attended Columbia University for one year and completed his college work at Lincoln University, Pa. He wrote his best poetry when he was lonesome and blue. While on a train to visit his father in Mexico, he wrote his best-known poem, "The Negro Speaks of Rivers." He wrote many other poems.

TOPICS FOR DISCUSSION

1. What kind of family life did Langston Hughes have?
2. What kind of work did he do to make a living?
3. Why did he become interested in books?
4. What did he like to write about?

THE JACKSON FIVE

One of the most popular groups in the United States and Great Britain is the Jackson Five. The "five" are all brothers - Jackie, Tito, Marlon, Jermaine, and Michael. They sing a mixture of popular and soul music that is called "bubble-gum soul."

Before 1970, the Jackson Five were unknown. They had received musical training from their parents. Their father, Joe Jackson, was a guitarist and songwriter, while their mother, Katherine, was a clarinetist. The entire family sang and played music together at home. Mr. Jackson's own chance for a stage career was shortened when he went to work in a steel mill to support his family. In his spare time he taught the children to sing and play musical instruments.

Diana Ross, formerly of The Supremes singing group, discovered the Jackson Five during a benefit show for Mayor Hatcher of Gary, Indiana. Miss Ross was so impressed with their performance in the show that she had her record company, Motown, sign a contract with the boys. Their records have been in the top ten ever since. They have made many recordings, appeared on television shows, and performed before audiences throughout the United States.

The family, in spite of the success of five sons, is still a family. They enjoy taking part in sports, but the parents will not allow the boys to swim at least four days before a recording session or a personal appearance as a precaution against contracting colds or sore throats.

Mr. Jackson thinks that the youngest boy, Randy, will soon join the singing group, but the other three children are not interested in performing professionally at all.

TOPICS FOR DISCUSSION

1. How did the Jackson family help each other?

2. What kinds of things did Mr. and Mrs. Jackson teach their children? Do you think that some of the same things that your parents teach you are being taught in the Jackson's home? Name some of these things.

3. What rules do you think the Jackson family had to make and follow to keep their home pleasant and safe?

4. What jobs would each child in the family need to do if the Jacksons are going to contribute to being a successful family?

BOOKS FOR THE TEACHER

Hughes, Langston, *The First Book of Africa.* New York, Franklin Watts, Inc., 1960.

Warren, Fred and Warren, Lee, *The Music of Africa, An Introduction.* Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1970.

Wright, Rose H., *Fun and Festival from Africa.* New York Friendship Press, 1967.

Leslau, Wolf, and Charlotte, *African Folk Tales.* Mt. Vernon Peter Pauper Press, 1963.

Leonhard, Charles et al. *Discovering Music Together.* Chicago. Follet Publishing Company, 1966.

THE SCHOOL

THE SCHOOL

GENERALIZATIONS

1. A school is a place where we learn. We learn to share experiences and to work together.

2. The teacher helps us to learn.

3. There are many workers in the school. These workers help us to remain healthy and feel comfortable, and they also do many other things to help us learn better (nurse, doctor, principal, school-home coordinator, custodian, school clerk, etc).

   a. There are workers outside the school building that help us to get to and from school safely (patrol boys, school crossing guards).

   b. Some workers are sent to our school to make repairs in the building or make it look beautiful (electricians, carpenters, painters, plumbers, gardeners).

4. People of all colors work to help make our school a place for us to learn.

CONTENT TO EMPHASIZE

1. The child should learn his full name, address, and telephone number.

2. The child should know how to get to and from school safely. He should understand the jobs of the patrol boy and the school crossing guard.

3. The child should have some understanding of *handedness*.

4. The child must be able to interpret hand signals used by guards and patrol boys.

5. The child should know that a Black man invented the automatic stoplight.

6. The child should recognize the shapes of a circle, a square, and a rectangle.

7. The child should recognize the colors red, yellow, green, and black.

SUGGESTED ACTIVITIES

1. Teach the name of the school.

2. Tour the school building. (This tour should be conducted several times.) Especially point out the boys' and girls' lavatories. Show each group the best route to the lavatory.

3. Show multi-ethnic teaching pictures from the Social Studies Teaching Pictures* that would apply to school workers. Use stories on the back of the picture cards to explain the job of each worker.

4. Have children explain the job of each worker.

5. Play a guessing game, using the classifications of school workers and the details of their jobs as material.

6. Use pictures from Social Studies Teaching Pictures to play "What's My Job" or "What's My Line."

7. The teacher might act out or pantomime each school worker's job and let children guess who she is. Help children to pantomime other jobs.

*The kindergarten teacher has a set of Social Studies Teaching Pictures published by the David C. Cook Publishing Company. You may borrow these to teach this unit.

SCHOOL SAFETY

SUGGESTED ACTIVITIES

1. Field trip. Tour the school's grounds, showing the proper places to cross the street.

2. Pantomime the patrol boy or school crossing guard in a playlet. Give each child an opportunity to use and understand the hand signals used in directing pedestrian traffic. (Tell what is done with the right hand; with the left hand.)

3. In each oral language period, give a few children a chance to introduce themselves. The child should give his full name, his address, his telephone number, if he has a telephone in his home, and his nickname if he has one.

4. Read the story of Garrett A. Morgan. See the unit on "The Community."

MATERIALS

Film strips

FS	2346f	*A New Classmate*
FS	2345y	*Growing Up*
FS	2347s	*Share the Ball*
FS	2347u	*Mrs. Cackles Becomes a Good Citizen*
FS	2420	*Ugly Duckling*

Poems about school

Odille Ousley, *V Is For Verses*, p. 84.

Songs about school

SCHOOLS IN MODERN AFRICA*

Long ago many of the tribes in Africa had schools, but they were not like our schools. The children learned how to farm, hunt, and do other things that they needed to know as adults. They were called initiation schools.

In modern Africa, children go to schools pretty much like yours. The children are separated from their parents to go to school just as you are. African children no longer learn about life by watching and being with their parents and older relatives all the time. It is in school that they learn things that will help them in future life. At school, children learn things that make them different from their parents. A boy whose father is a road worker may be learning to be a lawyer. They learn to read, write, and count. They play games and sing songs like you do.

At school, children meet people other than those in their own family, house, or clan. These people become their friends just as some of the children in our school become your friends. There are Boy Scout and Girl Scout Troops in Africa, and they sometimes have meetings at school.

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*Adapted from: Turnbull, Colin M., *Tradition and Change in African Tribal Life*. Camelot Books, 1971.

Today in Africa, going to school is a privilege. Since parents must pay for their children to attend school, children are very proud when their parents can afford their tuition. Many Black and White American organizations contribute funds towards the education of Africans. These funds enable many Africans to attend schools in Africa and in the United States. Some are able to complete schools in the United States or in Europe and then return to Africa to help the others.

Many Black Americans have worked hard so that America would be the great country it is today. Some Black people have given their lives for freedom. The Board of Education of the City of St. Louis has honored famous Black people by naming some schools for them. Find these stories in the unit on the community: Garrett A. Morgan, Benjamin Banneker, Dr. George Washington Carver. You may find them helpful.

SUGGESTED ACTIVITIES

1. Talk about the name of your own school. Tell something about the person for whom it was named. Sketch an outline map of St. Louis on newsprint and clip it to the bulletin board, chalkboard, or flannelboard. Cut a square of colored paper and print the name of your school on it; then attach it to the map in the proper location. Children may name some streets in the school neighborhood, and the teacher can mark those streets on the map with chalk or crayon.
2. Ask children to name other city schools that they have heard of. If the children name a school that was named for a Black American, the teacher will indicate the location of the school by attaching to the map a square of colored paper with the school's name on it. If the children do not name such a school, the teacher must present a name to the children. (Try to find a school in an area that children are familiar with.) A few main streets may be shown on the map also.
3. Read a short biography about the person for whom this school was named or make a few simple statements about his contributions. Use as many of these biographical sketches as your children can relate to.
4. Select any of the culminating activities that you think your class would enjoy.
5. Children may enjoy playing African school, viewing filmstrips and slides depicting school activities in Africa, listening to African songs, and making an African scrapbook.

CRISPUS ATTUCKS

Attucks Elementary School
2135 Chouteau Avenue 63104

Many years ago, when our country was just a group of colonies governed by England, there lived a man called

Crispus Attucks. Crispus Attucks was a Black man and a runaway slave. He said he would rather die that be a slave again. The English had come to America armed with guns and were terrorizing the Americans. Crispus became one of the leaders who helped fight the English Redcoats. The Americans used fists and clubs while the Redcoats fought with guns and bayonets. This was what is known in our American history as the Boston Massacre. Crispus wanted to fight now for all Americans to be freed from England. This runaway slave who had to be free was the first to die in the Boston Massacre. He was shot by an English soldier. Five brave Americans died for their country's freedom that day.

Crispus Attucks' heroism and courage were seen by Whites and Blacks who fought in the Revolutionary War. Crispus Attucks' name is on a monument on Boston Commons. It helps us to remember his bravery.

MARY McLEOD BETHUNE

Note: We have no public school in St. Louis named for Mrs. Bethune. She is included in this unit on schools because she founded a Daytona industrial school, which later merged with Cookman Institute.

Mary McLeod Bethune grew up on a farm. She always wanted to go to school, but sometimes she could not. After her family had planted the seeds to make things grow, she could go to school for three months. Then when the crop was ready to be harvested, Mary and the other children would have to stop school and help to bring in the crop. Once a woman who made clothes (a seamstress) wanted to use her earnings to send a Negro girl to school. Mary was chosen to go to the school because she worked harder than the others and was the most interested in learning things. Then, she began to think of other Negro children like herself who could only go to school part-time or not at all. She decided to start a school. She had no money to buy a building, school furniture, or supplies. She had only one dollar and fifty cents. But, she wanted this school so much that she rang doorbells and asked people to give her money to start her school. She had no car, but she rode her bicycle to different churches and club meetings and asked people for money to start her school.

When Mrs. Bethune got enough money, she built her school from old crates, boxes, and odd rooms of old houses near the city dump. She started her school with only five little Negro girls and one boy. She was the only teacher. Other people saw that what Mrs. Bethune was doing was good, and they began to give her more money to make her school better. Soon she had hundreds of pupils in her school and many teachers. Many years later, her school was joined with Cookman Institute, and it became known as Bethune-Cookman College.

Mary McLeod Bethune became a great friend of President and Mrs. Franklin D. Roosevelt. Because she worked hard for young people all her life, the President asked her to serve on a committee to help young people. (The Advisory Committee for the National Youth Administration) People all over the world knew about Mrs. Bethune and what she had done.

RICHARD HILL COLE

Cole Elementary School
3935 Enright Avenue 63108

Richard Hill Cole was a school principal in St. Louis. The citizens in St. Louis were proud to have their children under his care. Mr. Cole was principal at Simmons School for fifty years. Many outstanding citizens graduated from Simmons while he was principal. Among them were Honorable Lester A. Walton, U.S. minister to Liberia, Attorney Georgia Houston Jones, and Mrs. Zenobia Shoulders Johnson who was elected president of the Missouri State Association of Negro Teachers, Harry G. Douglass, the founder and owner of Belva Manufacturing Company, and

James A. Scott, the first Negro appointed as director of elementary education in the St. Louis Public Schools.

Mr. Cole studied at the Oberlin College to be a supply pastor for local churches while he was working as a principal.

JAMES EDWARD COOK

Cook Elementary School
5936 Horton Pl. 63112

James Edward Cook was born in our own city of St. Louis, Mo. He went to Dumas and L'Ouverture grade schools. He could not go to high school full-time because his mother died, and he had to work during the day and go to school at night. When he was fifteen, he joined a church and later taught Sunday School. Rev. Cook is given honor by us because he loved children and worked with them all his life.

Mr. Cook worked with the Boy Scouts at church and became the first Negro district commissioner in St. Louis. He became a member of the Young Men's Christian Association and worked there as a desk clerk. At the same time he became leader of a boys' club. Once he took fifty-one Boy Scouts to Camp River Cliff.

Later on, Mr. Cook became a member of the board of Annie Malone Children's Home, and for many years he organized "May Day." This is a day in May set aside for raising money for the Children's Home. There are many good things to eat. There is a big parade. Many groups of children are in the parade: Boy Scouts, Girl Scouts, high school bands, majorettes, church groups, and others.

Mr. Cook continued to work with the YMCA as boys' work secretary and later executive secretary at the Pine Street Branch. He studied to be a minister. He became pastor of Antioch Baptist Church and served this church until he died. He believed and preached about loving one another.

DR. THOMAS AUSTIN CURTIS
and
DR. WILLIAM PARRISH CURTIS

Curtis Elementary School
2824 Madison Street 63106

Thomas Austin and William Parrish Curtis were brothers. Their father was a successful barber who had bought his freedom a few years before the slaves were given their freedom (Emancipation Proclamation). Mrs. Curtis, their mother, had been an African princess. When she was a little girl, her parents sent her across the sea to England to go to school. Some slave-trading pirates captured her and sold her into slavery. She was able to earn her freedom and married Mr. Curtis. So the Curtis children were born free. There were ten children in the family, but only eight of them lived to be adults.

The children were raised in a good home, and their mother behaved like a princess until she died. Both Thomas and William had good grade school and high school training. Their father had become a state senator before he was killed in an accident. Then the boys had to work in order to finish their schooling.

Thomas became a dentist and worked with civil rights groups. Then, he moved to St. Louis. He helped to start the *St. Louis Argus*, a Black newspaper. William became a doctor and lived in St. Louis, too. He helped start the Provident Hospital in St. Louis, which was later called Peoples Hospital. Both of these brothers married and had children who also served the people in St. Louis.

TOUSSAINT L'OUVERTURE
and
JEAN-JACQUES DESSALINES

L'Ouverture Elementary School
3021 Hickory Street 63104
Dessalines Elementary School
1745 Hadley Street 63106

Toussaint L'Ouverture and Jean-Jacques Dessalines were African slaves who had been brought to the island of

Haiti by the Spaniards. The island was then called Santo Domingo. Years later the slaves outnumbered their masters. Then the French people came and took over part of the island. The Spanish and the French had a war on the island, and the slaves joined the Spanish to fight against the French army. Toussaint L'Ouverture was commander of the army, and Jean-Jacques Dessalines was second in command. They drove out the French. When the French saw that they were beaten, they freed the slaves. But L'Ouverture was not satisfied. He and his army broke away from the Spanish army, fought their way through all the British territory, and took control of the island of Santo Domingo. L'Ouverture became governor-general of the island, and Dessalines became governor. Together these two men had won the slaves their freedom and gained control of the land that they had worked so hard on. They changed the name of the island to Haiti. The people called L'Ouverture "The Deliverer" because he led the army that delivered them from slavery.

L'Ouverture was lured into French army headquarters where he was captured. The great Black general was imprisoned in France by Napoleon where he died. Dessalines became the Haitian leader who would build the Black republic.

ALEXANDRE DUMAS

Dumas Elementary School
1409 N. Fifteenth Street 63106

Alexandre Dumas was a Black man who was born in France and lived there all his life. He was five years old when his father died. His mother paid for him to have violin lessons and to be taught mathematics; he failed in both. He loved nature and adventure, but his mother decided to send him away to study to be a priest. On the day that he was supposed to leave, his cousin laughed and teased him so that he ran to the woods and hid for days. He stayed with his friends, the poachers (men who trespassed for game or fish). Alexandre loved to read, shoot rabbits, and talk to the poachers.

When Alexandre was 15, his first job was as a messenger boy and clerk in an office. He had a good opportunity to read, and he did. He wrote his first play when he was 18, and he continued to write plays. Alexandre spent more time reading and writing than he did on his job as messenger and clerk and was fired.

Dumas went on to other jobs and wrote many novels and plays. He became a famous writer, but he was advised not to come to America because, although his novels and plays were widely read in America, his color would be held against him. Some of his greatest works were made into plays and movies. Two of his most popular novels were *The Count of Monte Cristo* and *The Three Musketeers*. Dumas lived long enough to see his son, Alexandre, become a great writer also.

PAUL LAURENCE DUNBAR

Dunbar Elementary School
1415 N. Garrison Avenue 63106

Paul Laurence Dunbar was a Black poet. He was not a slave, but his parents were slaves who escaped to freedom. When Paul was born, his father said that he would be a great man. His father was right. He wrote his first poem when he was seven years old. Paul was very very bright. Since his mother had been a slave and did not have a chance to learn and read, he helped his mother read and write and spell, too. After Paul's father died, his mother washed and ironed clothes for the neighbors. Paul helped by calling for the dirty clothes, delivering the clean clothes, and collecting the money for his mother's work. Even though Paul's mother had to work hard, she was very cheerful and loved to sing. Paul loved to listen to his mother sing. He wrote a poem about her. It is called "When Malindy Sings."

When he was sixteen years old, his first poem was printed in a newspaper. When he was twenty-one, he published his first book of poems. Paul had graduated from high school and was working as an elevator boy and writing poems, too. Later on, he got a job at the courthouse in Dayton, Ohio. The work was not hard, and he made more money. He had been wanting to buy a house for his mother, and now he could do it. Paul got married later on. He continued to publish his poetry and novels. He was sick most of his life and was only thirty-four years old when he died. Paul Laurence Dunbar was a great American poet and the first Negro poet to gain a national reputation in the United States.

HONORABLE JOHN MERCER LANGSTON
and
ARTHUR DESSALINES LANGSTON

Langston Elementary School
5511 Wabada Avenue 63112

John Mercer Langston was a slave. His master, Mr. Quarles, decided to free all his slaves and sent John to Ohio, a free state. John first lived with Col. William D. Gooch, who was a close friend of Mr. Quarles. The family treated John as if he were their own son. Some time later, Col. Gooch decided to move his family to Missouri, which was a slave state. Since John would not be able to keep his freedom if he went to a slave state, he was sent to live with Professor George Whipple, secretary of the American Missionary Association. John stayed on with Professor Whipple until he was old enough to go to college. He graduated from Oberlin College with honors and began teaching school. Later, he studied law and was the first Black man to practice law in Ohio. He was U.S. minister to Haiti for eight years. When he returned to this country he lived in Virginia. He was president of a college there. Then he was elected to U.S. Congress from the State of Virginia.

Arthur Dessalines Langston was Mr. John Langston's oldest son. He too graduated from Oberlin College and became a school teacher. He took part in church work but his greatest gifts to the people of St. Louis were his teaching and his work as principal of Dumas School.

JOSEPH EVERETT MITCHELL
and
WILLIAM MITCHELL

Mitchell Elementary School
955 Arcade Avenue 63112

Joseph Everett Mitchell and William Mitchell were brothers. They grew up on a farm in Alabama. They were taught to till the soil, harvest the crops, and help market them. They went to the county school for colored children because they were Black. As Joseph grew older, he went to work in his father's saw mill. Later he left home to work in Atlanta, Georgia. Then he joined the army. He received an honorable discharge and then got married.

When the World's Fair was in St. Louis, Joseph took his wife to see it. While they were in St. Louis, they found jobs and decided to stay. When he learned that William had married, Joseph sent for him and his wife to join him in St. Louis. They too found jobs and decided to stay. Joseph and William saved their money and started an insurance company. Some doctors and lawyers and other Black people who had saved money helped them. Later on, the Mitchell brothers started the *St. Louis Argus*, a Black newspaper that we still read and buy today. This newspaper helped the Negroes in St. Louis to have better health and education, and to become better citizens. The *St. Louis Argus* is the oldest Negro business in Missouri.

WENDELL O. PRUITT

Pruitt Elementary School
1212 N. 22nd Street 63106

Wendell Oliver Pruitt lived in St. Louis and graduated from Sumner High School. When he was a little boy, he was quiet in school and had good manners. He went to college one year and then enlisted in the Army Air Force for pilot training. He received his wings and became a big war hero. On one mission he shot down three German planes and received the Distinguished Flying Cross. On another mission Pruitt destroyed eight German planes. He was promoted to Captain in the Air Force. After completing seventy missions, he received many other awards.

When Captain Pruitt Came home on furlough, Mayor Aloys P. Kaufman named December 12, 1944, as "Captain Wendell O. Pruitt Day." A large parade was planned with Sumner High School and Scott Air Force Base bands providing the music. Because weather was extremely cold, the celebration was held in the rotunda of City Hall. Mayor Kaufman welcomed Captain Pruitt and presented him with the key to the City of St. Louis. Many important people spoke at the celebration. Mr. N. A. Sweets, editor of the *St. Louis American* newspaper, presented Captain Pruitt with a watch from a group of Negro citizens. Turner School presented him with a gold fountain pen. Posters with pictures of Captain Pruitt were passed out all over the city.

Captain Pruitt returned to Tuskegee Air Base to train other pilots. On a routine flignt he and his mechanic were killed. Captain Wendell O. Pruitt was a Black man and a war hero.

WILLIAM JOHNSON SIMMONS

Simmons Elementary School
4318 St. Louis Avenue 63115

William Johnson Simmons was the son of slaves. When he was a child, his mother escaped with him and his two little sisters. They traveled from North Carolina to Philadelphia to live with their uncle, who was a shoemaker. The uncle did not make much money, and the family had a lot of worries like most Black families -- poverty, sickness, and fear of slave hunters and slave traders. William was taught reading, writing, and arithmetic in secret by his uncle. Hard times caused the family to move often. They finally settled in New Jersey because the uncle found a better job there.

William found a job in New Jersey working with a dentist. He was a good helper, and many times the dentist would let William work with him on his White patients. William wanted to be a dentist, but he wasn't allowed to enter dental college because he was Black. William was disgusted and ran away to the army. After the army service he returned to work with other dentists. He joined a church, which for three years paid for him to go to school to study to be a preacher. After he became a preacher, he started teaching school. He got married, taught school, and preached. Later on, he became a writer. The Rev. Mr. Simmons wrote and delivered many speeches which told of grievances held by Negroes. He also wrote a book entitled *Men of Mark*. This book contains one hundred seventy-seven true stories about Negro men who achieved in spite of the odds.

GEORGE EDWARD STEVENS

Stevens Elementary School
1033 N. Whittier Street 63113

George Edward Stevens was a healthy, mischievous, hard-working Negro boy. He studied his lessons in school, paid attention to the teacher, and was anxious to live a busy and useful life. George's mother died when he was a little boy, and he was sent to live with an aunt in Connecticut. George became so lonesome for his father and sisters that he joined them in Philadelphia. He liked school, he liked work, and he wanted to make something of himself by studying in school.

As George grew older, he decided that he wanted to be a minister. He went to college to learn to be a good minister--how to serve God and help people. He later became a teacher in the seminary at Lincoln University in Pennsylvania. He trained many outstanding young men to be ministers.

The Rev. Mr. Stevens married, and he and his wife worked together to start a missionary Baptist church in Syracuse, New York. The Rev. Mr. Stevens was pastor of other churches; then he, with his wife, came to St. Louis as pastor of the Central Baptist Church.

The Rev. Mr. Stevens wrote complaints to the St. Louis Board of Education about the poor conditions in many old school buildings. These conditions were then made better. The Rev. Mr. Stevens and his church gave food and clothing to jobless, homeless, and hungry people of all races and religions. Until his death, this churchman was known as a Christian leader who helped all people. So many teachers worshipped at his church that Rev. Stevens was called the "Teachers' Pastor."

CHARLES HENRY TURNER

Turner Middle School
2615 Pendleton Avenue 63113

Charles Henry Turner was a Black man who became an outstanding scientist. His mother was a nurse, and his father was a church custodian. His father was a keen thinker who was thirsty for knowledge. He had a home library of several hundred books. When the boy Charles was old enough to know what books were, he wanted to learn to read those he saw in his home.

When Charles grew up, he became a scientist. He observed and studied the behavior of bees, moths, ants, cockroaches, and many other insects. Although he was well educated and received his doctor's degree, Dr. Turner wanted to help his own people, especially young Black children who had a thirst for learning. Therefore, he taught, became a principal, and then returned to his first love--teaching. He did experiments with spiders, crayfish, ants, and many invertebrates (animals without backbones). Most of his research he did alone, without any help from anyone.

Dr. Turner became a teacher of biology at our own Sumner High School. He was beloved by his students. After Dr. Turner's Death, the St. Louis Board of Education built a school and named it the Charles H. Turner School. The Turner Middle School stands in memory of one of St. Louis' greatest teachers and outstanding scientists.

Scientists will always remember his contributions to the study of insects.

GEORGE BOYER VASHON
and
JOHN BOYER VASHON

Vashon High School
3405 Bell Avenue 63106

George Boyer Vashon was a Black man who was the first of his race to graduate from Oberlin College.

He was very bright, worked very hard in school, and could read and write in four languages. He became a lawyer, a professor, and later on, a principal of a school. He organized all the schools for Negroes in Pittsburg, Pennsylvania, into one school system. After the war that gave Black people their freedom from slavery (The Civil War), Professor Vashon was very active in helping in the founding of the Freedmen's Bureau and of Howard University in Washington, D.C., our nation's capital. Later, Professor Vashon became the first Negro teacher at Alcorn College in Mississippi, serving as professor of mathematics and languages.

Professor Vashon was a victim of the Yellow Fever epidemic and was buried on the college campus. Mrs. Vashon and her children moved to St. Louis to live. Her daughter, Emma, was the first to graduate from our Sumner High School.

One of the sons, John Boyer Vashon, served in the public schools of St. Louis for 34 years. He was an outstanding teacher and elementary school principal. In addition, he made significant contributions to the religious, cultural and civic life of St. Louis. In 1890 an elementary school for Black children in Southwest St. Louis was named for George B. Vashon. Later, this school was closed. When the second high school for Negroes was built in St. Louis, it was named for both George B. Vashon and his son, John B. Vashon, then deceased.

OSCAR MINOR WARING

Waring Elementary School
25 So. Compton Avenue 63103

Oscar Minor Waring was a Black man born in Virginia. He came from a large family. His parents had very little money, but they were able to give him a good elementary and high school education. He got a job and worked to send himself to Oberlin College. He wanted to be a lawyer; however, he was offered a teaching position, which he accepted. He taught mathematics at Alcorn College. Soon afterwards he accepted a position as principal in Louisville.

In 1877, Mr. Waring came to St. Louis as one of the first Negroes employed to teach in the St. Louis Public Schools. In 1879 Mr. Waring became the first Negro principal of our Sumner High School.

Mr. Waring was loved by pupils in his school. He was both firm and fair. He worked very hard to see that Black children obtained the best education possible. He brought the best teachers he could find anywhere in the country to teach here at Sumner. He thought of his teachers as models for the students to admire. He gave special attention to poor, needy students. But, Mr. Waring, who was a scholar himself, who spoke five languages, insisted that his students work, too. He wanted each Black child to rise to the best of which he was capable.

BOOKER TALIAFERRO WASHINGTON

Note: No St. Louis school is named for Washington at present. Washington Technical High School was named for him, but when the school merged into Hadley Technical High School, the building which housed Washington Technical High became Franklin Elementary School. Booker T. Washington is mentioned here because he was an educator and statesman.

Booker T. Washington was a Black man who was born a slave. He never knew his father, and his mother was a cook for his master. After President Abraham Lincoln freed the slaves, the family moved to a small town near Charleston, West Virginia. Booker worked in the salt mines in the daytime and went to school at night. When he was 17 years old, he left home to attend Hampton Institute. Here Booker worked to pay for his bed, his meals, and his lessons. After four years of working and studying, Washington graduated and became a school teacher. He still did not think that he knew enough. He wanted to learn all he could, so he went back to school.

We will always remember Booker T. Washington because he founded Tuskegee Institute. He started the school with only a handful of students and himself as the only teacher. His school building was just a run-down shanty. The school was for Negroes. He started it because he believed that Negroes could best win their rightful place in America through a practical education. He wanted his people to learn how to work skillfully with their hands, how to farm, and how to use machinery. This school, Tuskegee Institute, would teach them those things. Washington thought that once the Negro was educated, he would be given his political rights without having to fight for them. He wanted Negroes and White people to live together in peace without fighting and hating each other.

The students who went to Tuskegee Institute learned other good habits aside from their school work. They learned to eat their meals at tables with clean tablecloths; they slept on clean sheets; they learned how to keep their bodies clean; and they learned good manners.

Washington's School soon became a very important place for learning. Many people heard about it and wanted to go there. Soon there were many more buildings added, many teachers were hired, and much land and equipment were given to the school by generous people.

Booker T. Washington gained fame as an educator and an orator. He was sought as a speaker in all parts of the country. He was the most influential Black man of his day. He was the spokesman for his race and was able to help many of them. There is a bronze statue of him on the campus of Tuskegee Institute in which Mr. Washington is pictured removing the cover of darkness from children to expose them to the new day ahead for them.

PHILLIS WHEATLEY

Wheatley School
4239 W. Papin Street 63110
Wheatley Branch YMCA
2709 Locust Avenue 63101

In 1761, a little girl, seven years old, was brought to America from her native Africa and was bought off a slave block by a tailor named John Wheatley. He bought her to be his wife's servant, and Mrs. Wheatley named the girl Phillis. Mrs. Wheatley taught Phillis to speak English, for before this she knew only the language of Senegal in Africa. Mrs. Wheatley noticed that Phillis was very bright. Mrs. Wheatley and her daughter taught Phillis to read. They taught her other subjects, too. Phillis loved to read poetry and soon started writing her own verses. She became the first Black woman to write a book in the United States. When she was 19, Phillis was sent to England for her health. She was very famous then, and the Lord Mayor of London presented her with a book of poetry written by one of the great

English poets, John Milton. It was his *Paradise Lost*. Phillis wrote another book, then rushed home because of the illness of Mrs. Wheatley. Phillis was given her freedom. She wrote George Washington a poem when he was told to head the army. He wrote a letter to her thanking her for the poem. We can all be proud of Phillis Wheatley.

FRANK LUNSFORD WILLIAMS

Williams Elementary School
3955 St. Ferdinand Avenue 63113

Frank Lunsford Williams' mother was a slave, but she died when he was fourteen years old. Very little is known of Frank's father or his family life. The boy was left to make it on his own, so he did.

Frank studied hard in school. He graduated from Berea College and married a Berea graduate. He was teaching in Kentucky when he became principal of a school. At the same time he went back to school himself and advanced toward his doctor's degree. He was elected president of the state association for colored teachers in Kentucky. He worked hard for the rights of Black teachers. As president of this organization he accomplished much for the benefit of teachers.

Then Mr. Williams came to St. Louis to be principal of Sumner High School. He also worked to make the city of St. Louis a better place for Black people. He gave leadership to many causes. He helped to get money to build Homer G. Phillips Hospital. At that time this hospital was only for Black people. He was a civic leader serving all of us who live in St. Louis. All of his outstanding leadership was recognized with several awards. He was principal of the Washington Technical High School and the Vashon High School before ending this illustrious career as an educator.

THE COMMUNITY

THE COMMUNITY: KINDS OF COMMUNITIES

I. The City As Our Community
    A. Our City As Our Community
        1. Looking At Our City
        2. Visiting Our Neighborhood
        3. Exploring St. Louis
    B. A City Grows and Gets a Name
    C. Familiar St. Louis Sights
    D. Government of St. Louis
    E. Economic, Political, and Social Systems in St. Louis

II. Suburban Communities

III. Rural Communities

IV. African Communities - "A Magic Carpet"

V. Community Helpers
    A. Policeman - Officer Friendly
    B. Bus Driver
    C. Fireman

    D. Teacher
    E. Mailman
    F. Garbage Collector
    G. Baker
    H. Doctor
    I. Nurse
    J. Dentist
    K. Minister

VI. Community Activities
    A. Trade and Industry
    B. Transportation
    C. Communication

VII. Industry in the "Gateway to the West"

GENERALIZATIONS

1. We all belong to several communities at the same time.
    - a. The oldest and most important is the family community.
    - b. Another community is your neighborhood.
    - c. The local community is a group of several neighborhoods.
2. Every worker in the community, no matter what he does, is important.
3. There are places in the community where one can get help when sick.
4. There are places in the community where one can buy things one needs - food, clothing, medicine, and household supplies.
5. There are places in the community where one can read books and learn.
6. There are places in the community where one can have fun.
7. It takes many workers in the community to help us get the things we need and want.

DESIRED OUTCOMES

To know that St. Louis is a city completely surrounded by suburbs and the Mississippi River.

To understand that the community in which one lives is determined by the race or ethnic background of those who live in it, the money they have to spend, and the jobs they have.

To be able to discuss some of the problems of people who live in inner-city communities.

To have some knowledge of life in African communities, in both cities and villages.

To perceive something of the importance and influence of politics and power in various communities.

In this unit on community, we shall talk about three communities. They will be the CITY COMMUNITY, the SUBURBAN COMMUNITY, and the RURAL COMMUNITY.

THE CITY COMMUNITY

People in the City Community, especially St. Louis, live in houses, apartments, flats, housing projects, and hotels.

SUGGESTED ACTIVITIES

1. Draw a picture of your house.
2. Listen to poems.
3. Read the poems that follow.

"City Song"
James Steel Smith, *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn & Company, 1964, p. 23.

"Trip to the City"
Kate Cox Goddard, *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn & Company, 1964, p. 23.

THE CITY -- A Big Part of a Larger Community

CONCEPTS

1. I am a child of the city.
2. St. Louis has many interesting places to visit and offers many interesting things to do.
3. Some children live in cities; others, in suburbs; still others, in farming areas.
4. Children in African countries live in cities and villages, too.
5. Children everywhere have families, homes, and schools, and they all like to have fun.
6. It is important to know how people live in other countries.
7. It is imperative to understand that people who live or do things differently from the way we do are not strange or funny, but have just found other ways that suit them.
8. St. Louis has a Mayor - Board of Aldermen form of government assisted by other officials.

OUR CITY -- ST. LOUIS

What makes a city?

1. Show pictures of scenes of cities (St. Louis, especially), suburban communities, farms, etc.
2. Have children identify the differences between communities shown in the pictures.
3. Let children find scenes in magazines and newspapers that show neighborhoods and buildings in St. Louis.
4. Ask children to discuss the people in their neighborhood.
5. Ask children to tell about the many other things (besides homes and schools) that are to be found in cities--industries, recreational facilities, houses, apartments, churches, banks, small businesses.
6. Assist children in making very simple maps of the blocks where their homes or the school is located.

What is in our neighborhood?

Walk to major industrial plants or businesses located nearby.

Let children become familiar with the services in the school neighborhood.

Make a check list or picture check list of places to found in the neighborhood.

Are there:

grocery stores?
delicatessens?
banks?
shoe repair shops?
drugstores?
cleaning shops and laundries?
fast food chains (Burger Chef, Kentucky Fried, etc.?
restaurants?
clothing stores?
furniture stores?
watch repair and jewelry shops?
libraries?
churches?
recreation areas?
parks?
schools?
movie houses?
post offices
fire houses?
police stations?

BUS TRIPS IN ST. LOUIS

Riverfront-Levee

1. Identify different types of boats on the levee. View the arch and museum at the ground level.

2. Other architecture in the area

Old Court House
Old Cathedral
KMOX
Pet Milk
Busch Stadium
Plaque dedicated to Esther, at Second Street and Delmar Blvd.

OUR CITY -- St. Louis

Downtown Area
(visit some of these)

Twelfth Street Buildings
Old Federal Building
City Hall
Municipal Courts Building
Soldiers Memorial
Central Public Library, Lucas Gardens
Christ Church
Kiel Auditorium
New Federal Building
Union Station (Milles Fountain across the street)

Laclede Town and West

Harris Teachers College
Heritage House
The Sharpe Shop--Olive and Ewing
Laclede Town
Grand Forest Apartments
Grand Towers
Busch Memorial Student Center

St. Francis Xavier College Church
Central City Food Store
Mid-City Food Store (3974 Delmar Boulevard)

OUR CITY -- St. Louis

Our city has a name just as you have a name. Our city's name is St. Louis, and it is in the state of Missouri. St. Louis is named for Louis IX, a king of France, who was later declared a saint.

St. Louis is a city with lots of industry; that means there are factories, businesses, banks, and many other places where people work.

Our city is famous for making cars, airplanes, shoes, beer, clothes, steel products, and even tow boats which push barges up and down the Mississippi River.

There are many interesting places to visit in St. Louis. Have you been to the top of the Gateway Arch on the riverfront or on one of the boats, such as *The Admiral*, *Huck Finn*, or *Robert E. Lee?* How many of you have been to Forest Park, where you can visit the St. Louis Art Museum, Planetarium, Jewel Box, Municipal Opera (in the summertime), Jefferson Memorial, and our world-famous zoo? Perhaps you like Grant's Farm or Kiel Auditorium, where you can hear and see the popular singers and dancers, or Powell Hall, the home of the St. Louis Symphony Orchestra.

There is so much to see and do in St. Louis, it is no wonder people like to live and work in the Gateway City.

Filmstrips:

2123P	*Let's Talk About Fun in the City*
2123N	*Let's Talk About Signs We See*

OUR CITY -- Its Famous Parades

Do you like parades? Our city has some famous parades every year. You know about the St. Patrick's Day Parade each March and the Fall Festival Parade (Veiled Prophet) at the end of September. On the fourth Sunday in May there is the Annie Malone Children's Home May Day Parade. In June the Shriners have their annual parade. Columbus Day parades are held each fall.

The Annie Malone Parade is a very long one which winds its way through the central city with many bands, decorated cars, floats, drum and bugle corps, Girl Scouts, Boy Scouts, and other marching groups.

This parade ends by passing before a reviewing stand in front of the Annie Malone Children's Home at 2612 Goode Avenue. This parade is followed by a huge carnival where people can buy good things to eat and drink. The money from the sale of goodies goes to buy things for the children who live in the Home.

The children's home was named for Mrs. Annie Malone because she gave so much of her time and money to keep it going. Mrs. Malone had made her fame through a large beauty culture school and business in St. Louis and her products which were used all over the country.

See *Heritage of St. Louis*, pp. 176 - 177.

IT JUST KEEPS ROLLING ALONG

If that ole' Mississippi River could talk to us, what stories it could tell. It could tell us about the Osage Indians who lived nearby and hunted for game. It could tell us about the explorers passing in their birch canoes. It could tell us about the White settlers and fur traders looking for a good place to build a town. It could tell us about the boats that began to move up and down the Mississippi--the dugouts of the Indians, rafts and canoes of the explorers, the flatboats with their heavy loads, the keelboats moving upstream with men pulling and pushing the poles if the current was too low. It could tell us of the freight carrying steamboats--the packet lines. It could tell us about the passenger steamboats called floating palaces with their cabins to sleep in and restaurants to eat in, with all kinds of good food and bands playing music for listening. Oh, what a sight on the river! Can't you hear the captain hollering, "Full speed ahead!? That good ole' Dixieland music was heard on the steamboat. There was Louis Armstrong with his trumpet and King Oliver and his ragtime band. And on the St. Louis levee a new sound called "the blues" came from the grubby life of the riverboat men. It was right there on our own levee that W.C. Handy wrote the song, the "St. Louis Blues," the song that put St. Louis on the map of the world.

WHO RUNS ST. LOUIS?

St. Louis is a city in the State of Missouri. It takes many people to run our state. At the head is Governor ______________. The man who has the highest office in our city is Mayor _____________. The mayor has the Board of Aldermen to help him in running the city. Here is a picture of the Board of Aldermen. (Ask your parents the name of the alderman in your ward.) There are other men who help the Mayor and the Board of Aldermen. Some of these men you see in the newspapers.

________________ Assessor

He knows who owns property and decides how much it is worth.

________________ Recorder of Deeds

He keeps the records of land ownership, marriages, births, and deaths.

________________ Collector of Revenue

This man asks about what you own and sends you a bill for your taxes.

________________ License Collector

If you own a business or drive a car or truck you must get a license from this man's office.

____

________________ Treasurer and Comptroller

These two men take care of the money received by the city. The treasurer pays out the amounts that the Comptroller tells him to pay our city's bills.

Here is our Board of Education. These twelve people help to run our schools. They are elected by the people.

________________	________________	________________
________________	________________	________________
________________	________________	________________
________________	________________	________________

HOW DO WE EFFECT CHANGE IN OUR COMMUNITY?

I. City Government
    A. Name the problems in city government
        1. Lack of services
        2. Police relations
        3. Arson
        4. Playgrounds and recreation
        5. Housing
        6. Taxes
    B. Agents of Change
        1. City Hall
        2. Board of Aldermen
        3. Ward meetings
        4. Legal Aid Society

II. Public Education

  A. What are the problems in the public schools?

    1. Curriculum

    2. Bussing

    3. Integration

    4. Vandalism

    5. Buildings

  B. Agents of Change

    1. School Board

    2. Parent-Teacher communication

    3. Parent-Student-Teacher-Community-Administration-School Board cooperation

    4. New learning [illegible]grams

    5. Tutorial program

III. Community Business

  A. What are the problems of community businesses?

    1. Small businesses in inner-city neighborhoods

    2. Purchasing power (loans - credit)

    3. Minority employment policies of small neighborhood based firms

  B. Agents of Change

    1. More and better on-the-job training

    2. Retention of minority hiring

    3. Promotion on basis of skill

    4. Union inclusion

    5. Ethnic ownership

TACKLING LIVING PROBLEMS IN THE PRIMARY GRADES

It doesn't seem too early at the primary level to implant ideas with children concerning the power of economic, political, and social systems that control their lives. The middle-class child may achieve well whether the curriculum is revelant or not. But how does the school aid the child of the inner city in resolving the conflicts that confront him everyday? After he knows where the power is located, what can he do to live healthfully within these forces? What can he do to effect change? Can he identify the real conflicts in crucial issues?

For instance, in economics, where does the child's family get their money? What are the family's needs and wants? Can the family save, and does it? If so, how? Are there short cuts to better use of the resources they have?

The next few pages deal with housing -- a crucial issue in the city or suburbs.

TALKING ABOUT LIFE IN THE CITY

A. Why do we live where we live?
    1. Discuss the economic reasons.
        a. Cost of housing in certain neighborhoods
        b. Closeness to work, school, etc.
    2. Are the people who live near me like my family and me? (economic, racial, and ethnic characteristics)
    3. Are they different?
    4. How do you explain the answer to a or b?
    5. Can people live where they want to?
    6. What kind of housing does my family have?
        a. Have the needs changed since we moved there?
        b. Has the neighborhood changed?
        c. What are the advantages and disadvantages of living in the city?

B. Owning a home
    1. As a residence
        a. How do we buy a house?
        b. Why buy a house?
        c. What kinds of responsibilities does an owner have?
    2. As a business
        a. Why rent out houses and apartments?
        b. What are the landlord's responsibilities?
        c. How do landlords use rent?
        d. What can landlords do to keep tenants?

C. Renting a home

  1. Types of homes

    a. Single family

    b. Single family converted to multi-family

    c. Two-family flats

    d. Apartments

    e. Trailers

    f. Townhouses

  2. How does a tenant improve his home?

  3. How does a tenant get a landlord to improve his home?

D. Public housing

  1. Built by the government

  2. Characteristics of public housing

E. Urban renewal and rehabilitation

  1. Source of funds

  2. Does urban renewal refer to commercial or residential buildings?

  3. Locate examples of urban rehabilitation in or near your school neighborhood.

  4. How can the ill effects of some urban renewal programs be avoided?

In each of these larger units we find the family community, school community, neighborhood community, and local community.

Communities are not all the same size. Some are small while others are large. No matter what the size they do almost the same kinds of activities. In every community we find means of protecting health, life, and property. The family community heats the home, supplies food, keeps dangerous things away from small children.

SUBURBAN COMMUNITY

The suburban community is located on the outskirts or edge of a larger city. The people who live there usually come to the city to work, to take care of personal business, and maybe even to find recreation. Today many people are leaving the city and going to a suburb. The suburbs are becoming overcrowded. Have you ever gone to a suburb? Do you know anyone who lives in St. Louis county?

Why do people move to the suburbs from the city?

What are some good things about living in the suburbs?

The suburbs are becoming overcrowded. Name some other things that are not good about living in the suburbs.

In what ways do the suburbs still depend on the big city?

How many counties are in Missouri?

Did you know that the City of St. Louis is not in any county? Did you know that the City of St. Louis is one of the few cities in America that is not in a county?

The population of the City of St. Louis is about 600,000. St. Louis county has about 1,000,000 people who live there. How does this affect St. Louis City?

Sometimes our friends have to move, and they don't like it. Listen to the poem I am going to read to you. How do you think the little boy felt when he had to move again?

"Lyle"
Gwendolyn Brooks. From: *Bronzeville Boys and Girls.*
New York: Harper, 1956.

"Fourth Floor"
James S. Tippett. From: *V Is For Verses*, compiled
by Odille Ousley. Boston: Ginn and Company, 1964,
p. 22.

"Jim"
Gwendolyn Brooks. From: *Bronzeville Boys and Girls.*
New York: Harper, 1956, p. 34.

"Maurice"
Gwendolyn Brooks. From: *Bronzeville Boys and Girls.*
New York: Harper, 1956, p. 28.

SUGGESTED ACTIVITIES

Find magazine pictures to illustrate the following concepts about families from all ethnic groups.

1. People having fun

2. Work people do to earn money
3. Ways people keep safe
4. Different ways people learn

RURAL COMMUNITY

Another community that we are going to talk about is the rural or farming community. Farming, or agriculture, is one of the oldest and most important activities of man. Years ago, man learned to use plants and animals for food, clothing, and shelter. The crops and animals are raised by the farmers. They sell the crops and animals. Another name for the animals is livestock. The farmers supply the needs of life for all people.

In the United States, the farmers use machines to help with the farmwork. One of these machines is the corn planter.

HENRY BLAIR

In the spring, the farmers plant corn. They use a machine that drops the corn into the ground. This machine is very helpful to the farmers. The farmers would never get their crops planted without this machine. The machine can plant two, four, or eight rows at a time. Have you ever seen a cornfield? Did you notice how straight the rows of corn were as they were growing in the fields? Do any of you know who invented this machine? The man was a Negro named Henry Blair. He called his machine a corn planter or seed planter. (He also invented a machine for planting cotton.)

Henry Blair was a free man. We don't know if he was always free or was born a slave and became free later. In those days no slave could get a patent for his inventions. Henry Blair received a United States patent for his corn planter in 1834. Therefore, he was free. He was probably the first Negro to receive a United States patent. The farmers should be very thankful to Blair for this invention.

It saves many hours of hard work.

SUGGESTED ACTIVITIES

1. Show pictures of corn. Show pictures of a cornfield.
2. Bring an ear of corn to school.
3. Shell an ear of corn and let the children see the kernels.
4. Plant a seed of corn.
5. Bring a stalk of corn to school.
6. Draw an ear of corn.
7. Show the children a picture of a corn planter. (Point out the seedboxes where the corn is kept.)
8. Talk about the uses of corn. (Feed for animals.)
9. Have them ask their mothers to make cornbread.

Farm families are active in their local communities. A farm community is a busy town with farms, churches, schools, and a business section. You might find at least one doctor, one dentist, and one hospital.

In the largest town is the county seat, or headquarters, for the government. A courthouse is located in the center of the town. If farmers have any problems, they come here for help. They can get this help from the county agricultural agent. Agriculture is another name for farming.

Farming is important in many parts of the United States. It is especially important in the South. Do you know the name of the man who helped make this possible?

GEORGE WASHINGTON CARVER, Chemurgist

Farming communities, especially those of the South, were helped by the Black scientist, George Washington Carver. He spent most of his life trying to find ways to help farmers raise better crops. The main crop that the farmers of the South raised was cotton. This crop was wearing out the soil, and the yield was becoming poor. Also, the growing cotton was being spoiled by the boll weevil. This beetle came from Mexico, our next door neighbor. Carver tried to get the farmers to raise peanuts and other crops to enrich the soil some years instead of cotton. We call this crop rotation.

George Washington Carver was born a slave in Diamond Grove, Missouri. He was only an infant when he and his mother were stolen from their owner's plantation (a very large farm). His mother was sold and shipped away. His father had been killed accidentally some time before this. Carver was given away. One day his master got Carver back in exchange for a race horse. After the Civil War Carver became free.

As a boy, Carver was lonely and sick, and he stuttered. He was a very curious child; he wanted to know everything about plants and animals. In those days he had no science books. There were no nearby schools for Black children. He learned about these things by walking through the woods and fields around the farm. He learned to care for plants. Because he could not have his own permanent garden, he drew and painted flowers and plants. He saw things in plants and flowers that others did not.

By the time he was thirteen, he was earning his own living. He did work on the farm and was able to pay his own way through high school. Carver was the first Negro student that went to Simpson College in Indianola, Iowa. From here he went to Iowa Agricultural College. After graduation he became a teacher at that same college.

Booker T. Washington heard about Carver's achievements and asked him to teach at his college, Tuskegee Institute, in Alabama. It was here in his workroom that he developed 300 products from the peanut. This made him known as the "Goober Genius." Through his research, 100 products from the sweet potato were developed. He kept on searching for the secrets of God's growing things. He left his money for his work to be continued after his death.

SUGGESTED ACTIVITIES

1. Read the book *A Weed Is A Flower* by Aliki.

2. Plant a sweet potato and watch it grow. Or put the sweet potato in a glass and fill it with water.

3. Look at a peanut and taste it. Taste peanut butter.

4. Show the film of Carver's life.

   F1236 *Story of Dr. Carver* (10 min.)

5. Write a list of the products made from peanuts

6. Write a poem about Carver.

7. Read about birds. Carver liked to watch the birds.

8. See Audiovisual Catalog, Part II, *Farm Life*, p. 32.

9. Read poems.

   "Keep Off"
   Jean Jazzi. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 11.

   "How?"
   Aileen Fisher. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, p. 11, 1964.

   "Robins"
   Romney Gay. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 10.

   "Tommy"
   Gwendolyn Brooks. From *Bronzeville Boys and Girls*. New York: Harper, 1956, p. 34.

AFRICAN COMMUNITIES

A MAGIC CARPET TO AFRICA

We have talked about home, school, and family life in the United States and Africa. Now we are going to look at African communities. Children in other parts of the world may look different from you and dress differently from the way you do, but they do many things you do and you would enjoy many things they do. Children are alike because they have homes, families, communities, jobs to do at home, markets (even though in Africa many of these are out-of-doors and sell more than foods). They have art, games, and stories, and they like to eat -- some foods like those you know and some foods that are different.

(Point out the continent of Africa on the globe.)

The continent of Africa is more than three times as large as our country. It has many kinds of land: grasslands, deserts, mountains, and forests. It is very hot in some places and very cold in others, but much of Africa is just pleasantly warm. More important are the rainy season and the dry season. We are going to talk mostly about West Africa because this is where the ancestors of many Black people lived before being brought to the United States in slavery.

WEST AFRICA

Do you like to travel? Shall we get on our magic carpet? Let us go on a trip across the ocean to the western shore of Africa.

Before we start, let us talk about a few things we want to find out. How many of you have ever played with a rubber ball? Do you know where the rubber comes from? On our visit to the country let us find out how the people get their food, clothing, and homes.

Hop on! Away we go! . . . Here we are in the country called the Republic of the Ivory Coast on the continent of Africa. Isn't that a strange name for a country? What is ivory? Do you know where we get ivory? Piano keys are made from ivory. Yes, we get ivory from the tusks of elephants. However, as you look around in the country today, you will not see any elephants. Either they moved further northeast or have been killed.

First we shall stop and visit the older part of this country. In this older section the people live in villages. Their homes are mud huts covered with straw, rushes, or something similar. These roofs are called thatched roofs. The people live a very simple life. Some of the families raise chickens and have an egg business. The children help clean and package the eggs before they are delivered.

Usually the family eats yams. These do not have much of a taste. Flour is made from the tough yams. Sometimes the women boil the flour and thicken it into a gruel. This is eaten with a spoon. Flour made from yams is also made into bread or dumplings. Those who live along the coast have fish in their diet. Others pick the wild fruit.

Look about you and see the beautiful modern city of Abidjan, the capital of Ivory Coast in West Africa. Notice the differences in the homes. These are made of cement. What a contrast to the mud huts we saw before.

Roads have been built. Shipping is an important work here. Cars are made. One can see oil refineries. Instead of bringing in cloth from other countries (called importing), the city has spinning rooms and textile mills where cloth is made. The women wear these beautiful cloths and patterns made by African designers. Airports have been built to help the trade routes. Goods are brought into Africa by plane. On the return trip home, they carry goods from Africa.

Abidjan, like any large city, has newspapers, radio, and television to bring the news of the world.

In this western part of Africa you find forest, coffee trees, fruit trees, palm trees, and rubber trees.

In the mines are found diamonds, gold, copper, and zinc. Along the coast there is a part of the land called "the grain coast" because so many different kinds of grains are grown. Bananas and cotton are also raised. Rubber is made from the sap of rubber trees. Men make cuts in the trees. Then they attach cups to catch the juice.

Lumbermen cut trees in the forests. Lumber is sawed from trees and sent out of the country. When something is sent out, it is called an export. Coffee is another export.

The Republic of the Ivory Coast has two dry seasons - December to March and August to September. During the other months this region gets plenty of rain, over 7 ft. per year.

As we leave the Republic of the Ivory Coast and continue traveling on our magic carpet, we look at the farmers of West Africa.

Many of the African people in the West make their living by farming. In some parts the farmers have problems. The soil is very poor. The rainfall is very irregular and unevenly distributed. That is, some places get too much rain while other places do not get enough rain. Here the farmers need better farming methods! The farmers need to raise more food because Africa's population is increasing. Until the problems of better farming methods and more food raised thar needed are solved, factories can not be started.

However, farming is not the only way the people here make their living. Some of the people do hunting, herding, fishing, lumbering, mining, and a very few, manufacturing.

Really, West Africa is one of the richest lands in the world. It is here that more than half of the world's gold is mined. This richness attracted the Europeans years ago. They settled and set up trading posts on the west coast of Africa. The mines here produce almost all the world's supply of diamonds. Copper, tin, iron, and other valuable minerals are found. Farmers in this western section grow most of the world's cacao beans, from which cocoa and chocolate are made, palm oil, sisal, and kila nuts.

Even though West Africa is one of the richest lands in the world, it has difficulties. Sad to say, West Africa does not have enough money to develop its natural resources and get the most from them. Do you know what is meant by natural resources? All the materials from nature - God's gifts to man. Can you name some natural resources? Yes, oil, forests (wood), rivers, gold, and coal are a few.

As we travel to Ghana we see many workers in the new factories. These factories are just being started or are being developed.

1. What kinds of work do people do in factories?
2. Name something made in a factory.
3. How does work done in a factory help meet people's needs?

MARKET

What is a market? Do you know? Where does your mother go shopping for food? Have you ever gone along with your mother to the market? Is there a market in your community?

Communities must work together. Each community needs the help of the others. There are very few communities that can supply all the needs of its people. Some communities will have the supplies or goods that others need and do not have themselves. The people of the community can make an exchange. They trade, or carry on bartering. Bartering is trade by exchanging goods without the use of money. However, money is also used.

Sometimes there are several communities or villages close to one another. They each have something the others need. Instead of changing directly the supplies or goods people need, they bring these to one of the villages. Then you have a market.

As we visit the market, notice the variety of things. You see bananas, pineapples, and other kinds of fruits. In another section there will be vegetables, beautiful weaving, wood-carvings, and pottery. The market place is a busy place daily. Everyday the women have to go to the market because they have no way to refrigerate the food. Sometimes the women take onions, beans, and extra crops to sell in the market. These vegetables are raised on their farms or in their gardens.

The market in an African village is a sort of community. All members of the family go to the market. The market soon becomes not only a place to trade but also a place where people visit their friends.

When the villages are far apart, some men called specialized traders carry the goods. They go from place to place. The paths these traders take are called trade routes. Any person who lives on a route could buy from the traders. In this way markets start along these trade routes. After the markets open, people begin to move closer to the market. Villages soon form and then towns.

"Life In Our Village"
Ram Desai, *African Society and Culture.* New York:
M. W. Lads, 1968.

A GLIMPSE OF LIFE IN AFRICA

Sometimes people in our country think that all the people in Africa live in huts and walk around with little or no clothes. This is not true, but for so long people knew so little about Africa, and it was so far away, many funny ideas came to be.

Did you know that Africa has some of the most modern cities in the world? (Locate a picture of a city in Africa.) Your teacher will show you where it is on the map of Africa. What do you see on this picture that you see on downtown streets in St. Louis? Are there any differences?

Africans dress according to the places in which they live. In some places, the men wear trousers and robes similar to dashikis, but longer. Some men wear business suits or sport shirts and trousers. Other men and boys wear a wrapper. Here is how they do it. They wrap fabric around the waist, gather it to one side, place it over one shoulder, down the back to the waist, and then drape over the other arm.

Women and girls, too, dress like your mother and sisters, but they wear African-style clothes on special occasions. The African women's dress is likely to be a head tie, overblouse, and wraparound skirt or lapa cloth. If you would like to try dressing in African fashion, you will need: one yard of 36" material if you are a girl and two yards of 36" material if you are a boy.

SL 2680b *African Dress and Design*

VILLAGES IN AFRICA

Not all Africans live in cities. Many live in villages. African families are often extended families; that is, many relatives may live in one place.

The compound is very common in villages in Africa. Imagine that the block you live on is enclosed, and everybody on it is related to you in some way. A compound is something like that. Here is a description of a compound:

"Each compound has its own circular huts of baked mud. So within such a homestead the boundaries are clearly marked, each child belonging to the compound of his mother. But they are all linked together and are all enclosed by that one high, circular hedge with only a single low entrance from the outside."

Colin Turnbull, *Tradition and Change in African Tribal Life*

PICTURE OR SKETCH OF A TYPE OF COMPOUND

Africans have a philosophy of communal living. "If I have, so does my brother." Africans live in a sharing way. Not only do families share food and growing of food from the land but also the care of their children.

African children are seldom lonely. They have lots of "Mamas" and "Papas" around to love them, scold them, feed them, and look after them. Very little babies are often carried right along with the mothers or older sisters. Babies are held firm to the back or side by a strong cloth or animal skin while the women are working or shopping.

PICTURE OF MOTHER AND CHILD

1. Would you like to live close to all of your relatives?
2. Why would this be good?
3. What might you not like about it?
4. Tell how you share things in your family.

COMMUNITY HELPERS

Who helps you at school? Who teaches you to read and write? Who teaches you to get along with your classmates? Who gives you a chance to speak before your classmates and give your ideas? Can you name other things your teacher does for you?

Have you noticed anyone doing things for other people? In every community you will find helpers who are most important to everyone. Name some of these helpers and what they do for other people to help them.

Here are some stories about some people who help everybody in our community.

POLICEMAN

The policeman is an important community helper. He has many ways to help people. He helps all people - young, old, you, your class - to cross the street safely. He is there to help if anyone is in an accident. He helps protect your home from harm. If you get lost, he helps you find your home. Can you think of other ways in which the policemen can help you and your family?

Sometimes people do not think policemen are helpful. Why might they feel this way? Have you ever had any unpleasant experiences with policemen? How have you been helped by a policeman?

The policeman helps direct traffic. When he does, he also has help directing the traffic. We are going to learn and talk about the man who invented this help.

STORY OF GARRETT A. MORGAN, INVENTOR

The school crossing guards and the patrol boys are not the only workers who help to keep us safe when we are crossing the street. Can you think of another worker who helps us to cross the street? He does not work in the school. He tells the drivers of cars when to stop, when to go, and when to make a turn. He also tells people when it is safe for them to cross the street. He wears a dark blue suit, a badge, and cap. Sometimes he wears white gloves and uses a whistle. Now, can anyone tell me who this man is?

You are quite right. Sometimes the traffic is not busy enough for a policeman to be assigned to direct traffic, but something else is used to help people drive safely and to help us cross the street. It is made of metal and different colors of glass. It runs by electricity, and the glass flashes different colors. Sometimes it flashes red, sometimes green, and sometimes yellow. Can you tell me what this is? (Traffic light or electric stop signal.)

Today, I'm going to tell you something about the man who invented the stop signal. His name was Garrett A. Morgan, and he was a Black man. He made the automatic stop signal in his workshop. The General Electric Company paid Garrett A. Morgan a lot of money for his invention. The people who lived in Cleveland, Ohio, also gave him a gold medal in recognition of his inventions like the gas mask and traffic signal which made life safe for them. We still use the traffic lights all over the United States.

SUGGESTED ACTIVITIES

1. The class can make a stop sign with the help of the teacher. The teacher should cut one black rectangle and one circle from each of these colors: red, green, yellow. Cut also a long, thin strip (2" x 18") from black paper. (This is the post for the traffic light.) The teacher will show how to assemble the traffic light and paste it on a sheet of 18" x 36" construction paper.

2. In another lesson, draw a man. Color him brown. Name him Garrett A. Morgan. (Teacher writes name on picture.) Paste him beside his invention.

3. Children tell what each color directs them to do in order to cross the street safely.

4. Poem about traffic light or traffic policeman.

   FS 2331n *We Make Some Safety Rules*

   Songs About Traffic:
   "Traffic Lights!" *The Magic of Music.* Kg., p. 109 Record Album KC

   "Stop and Look!" *The Magic of Music.* Kg., p. 108

   See Audiovisual Catalog, Part II, Community Life, p. 32.

5. Read the poem:

   "I Like Automobiles"
   Arbuthnot, May Hill. *Time For Poetry*, p. 150.
   Dorothy Baruch.

OFFICER FRIENDLY

How many of you know Officer Friendly? How does he help you? How do you help him? Officer Friendly is a policeman on special assignment. His one job is to establish friendly community relations. Officer Friendly will come to visit you in school. Do you remember when he came last year to see you? He will tell you how you can work together - with him in the community and in your school. He will talk to you about safety rules; where to play; how you can help yourself; how you can help others in your community. You, too, can be a COMMUNITY HELPER.

Some day Officer Friendly will bring a police car for you to see. He will show you how the red light on the top of the car works. He will tell you why policemen flash the red light. He will let you listen to the siren.

SUGGESTED ACTIVITIES

1. Draw a picture of Officer Friendly.
2. Draw a picture of yourself helping someone in your community.
3. Discuss the different ways Officer Friendly helps you.

BUS DRIVER

When you have some place to go, one way you can travel is by bus. The bus driver helps us by driving carefully down city streets. What are some of the safety rules a bus driver must observe? What are some safety rules you must follow if you walk or ride your bike down the street?

SUGGESTED ACTIVITIES

1. F 1194a *Buses That Serve the Community*, Level E (11 min.)
2. Discuss traveling by bus.
3. Discuss safety rules for riders on the bus.

FIREMAN

What does a fireman do? Draw a picture of a fire truck. Make a six-panel picture (fold paper in 6 parts) showing different things a fireman does.

1. Visit the fire station in your community (Neighborhood)
2. F1132f *Fire-Engine*
3. SP 3093g *Fire Dept. I.*
4. SP 3093h *Fire Dept. II.*

TEACHER

1. Draw a picture of your teacher.
2. Write your teacher's name under the picture.
3. Write a short story about the things your teacher does each day to help you.

MAILMAN

The mailman is a helper in the community. He picks up the mail for your route at the station and puts it in his big bag and delivers it to your house. He may put it in your mail box or mail slot. He may also collect mail from the blue mailbox where you put your letters to be mailed.

On the main streets, you may see a driver in a red, white, and blue truck picking up the mail from the mail box at the corner. Many things happen to the letters that are picked up from the boxes. They must be collected, delivered to the post office, sorted, postmarked, and put with others with the same zip code or those going to the same city of foreign country. Some of the mail is carried by trucks, some by trains, and some by airplanes in order to hurry it to the mailman for delivery.

Did you know that the postman helps with communication?

SUGGESTED ACTIVITIES

1. Visit your post office.
2. Find out your mailman's name.
3. Read poems about the mailman.

4. FS 2124j *The Mailman*
5. F 1132k *The Mailman*
6. F 1132p *Our Post Office* (10 min.)
7. F 1132q *Our Post Office* (10 min.)
8. Read the poems.

"The Postman"
Author unknown. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 56.

"Waiting for the Postman"
James S. Tippett. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 56.

GARBAGE COLLECTOR

The garbage collector is another very important helper in our community. He collects the refuse and garbage twice a week. This keeps odors from developing, rats from increasing, and diseases from spreading. You can help the garbage man by putting the garbage and trash in bags and tying up the top, placing it in a garbage can, and making sure you put the lid on top.

SUGGESTED ACTIVITIES

1. Find pictures of garbage cans and bring them to school. Display them on a bulletin board. Talk about the proper way to put garbage into the can.
2. Discuss - How is trash picked up at school?

BAKER AND BAKERY

Another very important helper in the community is the baker. The place where he works is called a bakery. Do you like bread? It is good for growing boys and girls. Bread is also good for adults. Do you ever go into the bakery to buy cakes, cookies, bread,or rolls? Doesn't it smell good in there? Just looking at all the bakery goods and smelling them makes one hungry. Can you describe how a baker looks? What does he wear as he works?

SUGGESTED ACTIVITIES

1. Visit the bakery.
2. Have pupils draw pictures of a baker.
3. Have pupils draw a picture of a baker's hat.

4. Read poems about the baker.

"The Baker's Boy"
Mary Effie Lee Newsome. From *Golden Slippers: An Anthology of Negro Poetry*. Compiled by Arna Bontemps. New York: Hayser,1941, p. 26.

DOCTOR

The doctor does some of his work in a large building called the health center or the hospital. There are many clinics and hospitals in St. Louis and throughout our country. Have you ever visited a hospital? Have you seen doctors and nurses helping the sick? Do you think hospitals are important? Why? A doctor named Dr. Daniel Hale Williams, a Negro, thought that hospitals were both important and necessary. He founded a hospital for all races in the city of Chicago. Let us learn something about this famous doctor.

DR. DANIEL HALE WILLIAMS, Surgeon

Before 1891 no hospital in Chicago would let Negro doctors use its hospital or equipment to help their sick patients. Almost alone Dr. Williams started Provident Hospital for the use of all doctors - both Black and White. This ended the operations on couches and kitchen tables in the crowded apartments of Chicago's Southside. He also started a school where Black women could learn to be nurses. Everyone began to hear about the brave work done by the famous Dr. Daniel Hale Williams.

One hot July day, Dr. Daniel Hale Williams and some nurses were taking care of sick people who were suffering from the heat. Suddenly someone called for Dr. Williams to come and take care of a man named James Cornish who had been hurt. Someone had wounded this man in the chest very close to his heart. In those days no one thought of operating on anyone's heart.

If Dr. Williams wanted this man to live, he had to operate. (Any doctor who operates is called a surgeon.) Dr. Williams opened the man's chest and operated on his heart. This was the first successful open-heart operation.

Dr. Williams had done the impossible operation of sewing up a man's heart. The man lived a long time after the operation.

Dr. Daniel Williams did not remain long at the hospital he founded. He was called to Washington, D.C., to a new position as chief surgeon at Freedman's Hospital. He became ill and soon returned to Chicago. He was a charter member of the American College of Surgeons. Dr. Williams helped many people.

The doctor is a very important helper in the community. The doctor or physician, whichever you call him, is a helper who takes care of us when we're sick, but also helps us to stay well. The doctor examines us at school or at the hospital or clinic. Sometimes he checks us over in his office or, if we are very sick, at home. The doctor can give us "shots" or medicine, operate, or set bones. Do you know your family doctor's name? Tell your class about things the doctor has done for you.

I wonder how many people today know that they are alive only because of an Afro-American physician? How many have ever heard of Dr. Charles Drew? Today we are going to learn about him.

DR. CHARLES DREW

Dr. Charles Drew's life was short, but he did much for mankind (every person) in that short time. He started the blood bank. Before this time no one had found a way to store blood for a long period of time. His discovery helps to save soldiers wounded in fighting for our country. It also helps any person who needs a blood transfusion (transferring blood from one person to another). Today, the plasma for the transfusions is prepared by pooling the plasma from the bloods of people of all races. Dr. Drew was in charge of the Red Cross Blood Bank during World War II.

What a sad car accident on April 1, 1950! Dr.

Charles Drew did not get help from the blood bank - his own discovery. He was driving to a meeting that night and fell asleep at the wheel. His car ran off the road and turned over. Dr. Drew was badly hurt and was bleeding. When he was taken by ambulance to the hospital in North Carolina, he was refused the care needed to save his life at the "White" hospital. A few pints of blood might have saved his life. But before he reached the next hospital, this famous Black doctor and scientist had died. During his lifetime, he had won many medals and trophies for his great work as a doctor, scientist, and athlete. America lost a great man when Dr. Drew died. We are all proud of him and his work.

SUGGESTED ACTIVITIES

1. Show pictures of Dr. Drew and other doctors.
2. Picture Set: *Gallery of Great Afro-Americans,* No. 17, Initial Teaching Alphabet Publications, Inc., 1969.
3. Hayden, Robert C. *Seven Black American Scientists.* Reading: The Addison-Wesley Publishing Company, Inc., 1970.
4. Show picture of an ambulance; a hospital.
5. Discuss with the children how doctors help people.
6. Discuss the different fields in which doctors work. Have pupils illustrate.
7. Discuss the work of the Red Cross.
8. Show the magazine, *American Red Cross Junior.*
9. Read the story of Dr. Drew's life to the children.
10. FS 2124k *The Doctor*

NURSE

Nurses are other helpers in the community. Can you describe how a nurse looks in her uniform? Do you know one when you see one? A nurse's cap tells where she got her training. Would you like to be a nurse when you get older? There are many things that nurses do.

1. A nurse helps children at school.
2. A nurse helps a doctor in the hospital.
3. A nurse sometimes comes to your house when someone is sick. She is called a Visiting Nurse.

Here is a list of some things a nurse does. Role-play for your classmates some of the things a nurse does.

1. A nurse takes your temperature.
2. A nurse checks your height and weight.
3. A nurse tells you about good foods to eat and good liquids to drink.
4. A nurse talks about cleanliness.
5. A nurse may give you your medicine.
6. A nurse may change your bed.
7. A nurse may write on your chart.

Can you think of other things a nurse does? If so, add it to this list.

DENTIST

Your dentist is a lot of help. He cares for your teeth. Your teeth are an important part of your body. After you lose your baby teeth, you will get your permanent teeth. Your dentist wants to see you at least once a year. He will check to see if you have cavities, if your teeth need straightening, and if your gums are healthy. This yearly checkup is important to preserve your permanent teeth.

SUGGESTED ACTIVITIES

1. Discuss the care of the teeth.
2. Discuss proper foods.
3. Have the nurse or dentist show the proper way to brush the teeth.
4 FS 2326c *Let's Visit the Dentist*

MINISTER

If you go to church, you will have a minister, priest, or pastor to help care for your spiritual needs. He is a helper for the entire family. (See unit on Schools)

SUGGESTED ACTIVITIES ON COMMUNITY UNIT

1. Display pictures of famous people from all ethnic groups working at different occupations. Caption with the words, GUESS WHO WE ARE. Identify both the person and the occupation.

2. Read a story about one of the persons studied in the unit. Plan to have children role-play a scene from the story.

3. Make a picture scrapbook of various kinds of work of Negro and White community helpers.

4. Have pupils pantomime the services received from a worker. Example: fireman - putting out a fire. Have classmates guess.

5. Have children make symbols which represent community helpers; for example, hose (fireman)

6. Invite the community helpers to school to discuss their jobs.

7. Have pupils draw an item used in each occupation.

8. Display the *I Want To Be* series of books by Carla Greene.

    Dairy Farmer
    Nurse
    Storekeeper, etc.

    After a child selects a book, read the book to the class.

9. Take a field trip to a place of importance in he community.

In kindergarten classrooms:

Suggested Materials for Community

1. *Home and Community Helpers* Teaching Pictures written by Betty Thorn and Alma Gilleo. Elgin, Illinois, David C. Cook Publishing Company, 1964.

2. *My Community* Teaching Pictures resource sheets by Alma Gilleo. Elgin, Illinois, David C. Cook Publishing Company, 1966.

3. *Children and the Law* Teaching Pictures resource sheets by Alma Gilleo. Elgin, Illinois, David C. Cook Publishing Company, 1966.

MATERIALS AVAILABLE

- Picture Set: *Gallery of Great Afro-Americans*
- Teaching Pictures: *Community Helpers*
- SRA *We Are Black*
- Calendars

Filmstrips:

FS	2123m	*Robbie's Neighborhood*
FS	2124k	*The Doctor*
FS	2123q	*Neighborhood Workers*
FS	2326c	*Let's Visit the Dentist*
FS	2124j	*The Mailman*

Films:

F	1194a	*Buses That Serve the Community*	Level E, 11 min.
F	1035g	*Everyone Helps in a Community*	Level D, 14 min.
F	1150	*The Farmer*, Levels D-E	
F	1304f	*Frisky, the Calf*, Levels K-E	
F	1132f	*Fire-Engine*	
F	1370f	*First Film on Finding Your Way to School Safely*	
F	1132p	*Our Post Office*	(10 min.)
F	1132q	*Our Post Office*	(10 min.)
F	1132k	*The Mailman*	(10 min.)
F	1196	*The Passenger Train*	(10 min.)
SP	3093	*Community Helpers*	
SP	3093g	*Fire Dept. I*	
SP	3093h	*Fire Dept. II*	
SP	3093a	*Neighborhood Friends and Helpers*	

TRADE AND INDUSTRY

SHOE MAKING INDUSTRY

You will see different kinds of trade and industry when you visit a community. Trade means buying and selling. An industry is a business that makes something. Do you have a car? Some cars are manufactured or made in St. Louis. Do you know what kinds of cars are made here? Shoes are also made in St. Louis.

Your mother buys shoes for you in a shoe shop. How many of you like new shoes? How do you feel when you wear new shoes? We wear shoes to keep our feet in shape. It is very important to wear the right size and width shoe. Otherwise you ruin your feet. Would you like to walk over hard rocks barefooted? Or over broken glass? Of course, you would not. Shoes help us. We are going to talk and learn about a Negro man who helped the shoe industry increase the number of shoes it could make in a day. This helped to make the shoes cheaper in price. Aren't you glad he did this?

JAN ERNST MATZELIGER

Jan Matzeliger (Mat-ZE-li-ger), a Black, was born in South America. (Show on a map or globe.) When Jan was only ten years old, he started to work. His father got him a job working with machines. Later he moved to the United States and finally settled in the city of Lynn, Massachusetts. He found work in a shoe factory. The older men made the upper parts of shoes and sewed them together by hand. Then Jan saw the need for a machine to sew the upper parts of the shoes to the soles.

As the men worked during the day, Jan watched their motions. At night he went home to his secret workroom. With old cigar boxes, scraps of wood, and other materials, he went to work. He tried to make a model that would duplicate (be the same) as the movements of these men working.

Jan worked very hard and finally invented a machine that could put together a whole shoe by itself in one minute. We call his machine the shoe-lasting machine. Now a thousand pairs a day could be made with the machine. By hand the workers could make only 40 to 60 pairs daily.

Jan sold his machine to the United Shoe Company of Boston for a few thousand dollars. However, the company that bought it made millions on it.

The many nights of hard work were too much for Jan Matzeliger. His health failed shortly after his machine was finished. He died of tuberculosis in 1889 at the age of only 37, before he had the chance to share the enormous profit caused by his inventions. He had made Lynn the shoe capital.

SUGGESTED ACTIVITIES

1. Collect pictures of different kinds of shoes.
2. Have pupils tell about their new shoes.
3. Read poems about shoes.

"New Shoes"
Langston Hughes. From *Golden Slippers*, Arna Bontemps, ed., New York: Harper, 1941.

"Old Shoes"
Zheny a Gay. From *Golden Slippers*, Arna Bontemps, ed., New York: Harper, 1941.

"My Shoes"
Mary Newman. From *Golden Slippers*, Arna Bontemps, ed., New York: Harper, 1941.

SUGAR REFINING INDUSTRY

Do you like sugar? How is it used? If your mother bakes cookies and cakes (and doesn't use cake mix), she will need sugar. Do you think sugar is important? Do you use much sugar? Do you know more than one kind of sugar? Years and years ago sugar cost a lot of money. Today we can buy sugar cheaply. We owe thanks to a Negro for this. Would you like to know who he is and what he did to make the cost of sugar lower?

NORBERT RILLIEUX, Scientist

Norbert Rillieux was born a slave on a plantation in New Orleans, Louisiana. His owner, his father, was a French engineer and planter. He found out that his son was a bright boy, so he made him free. His rich father sent him to study in France. He studied and became a teacher of engineering.

Later, Norbert Rillieux came back to the place where he was born. He became the most famous engineer in the state. He was asked to improve the working of a sugar refining plant. He invented a vacuum evaporating pan in 1845 that changed the method of refining sugar. You know what granulated sugar looks like today. It used to look dark and coarse - heavy and thick. Rillieux's invention made it possible to produce a better quality of sugar. It also lowered the cost of sugar. The invention of Norbert Rillieux took the place of slaves who dipped boiling sugar cane from one kettle to another to make a crude, dark-colored sugar. This slow and costly way was known as "Jamaica Train."

Rillieux became disgusted with the way free Negroes in the South were treated. He was a great scientist and inventor who became rich and important. Yet he was often insulted and treated badly because he was a Negro. He returned to France in 1854, where he could live freely and happily. Until he died on October 8, 1894, he worked as a scientist and teacher in France leaving a system used universally throughout the sugar industry.

CLOCK MAKING INDUSTRY

The making of clocks is an important industry, for clocks are a necessity in every home. If there were no clocks in your home, how would your father or your mother know when to go to work? And how would you know when to leave home to get to school on time? Yes, we depend on clocks to keep us to our schedule throughout the day.

Clocks did not always exist. Some inventor had to make the first one. Before this, however, people had other ways of telling time. There was the sundial, for example. Can anyone tell how a sundial works? Even after clocks were invented, it was some time before every home could have one. In a small community perhaps the only clock would be in the town hall, and someone would have the job of striking a bell for the hours - and maybe the quarter hours - so that all the people would know how time was passing.

When clocks became more common, and people could have them in their homes, the clocks themselves were made to give out sounds to mark the hours. The chiming clock played little melodies. The cuckoo clock had a little wooden bird hidden in it. The bird would come out on the hour and give the call of the cuckoo bird. But we are more interested today in another clock -- the striking clock, because the first wooden striking clock in America was made by a Negro named Benjamin Banneker.

BENJAMIN BANNEKER

Benjamin Banneker's father had been a slave but had been able to buy his own freedom. Therefore, the boy was born free. He was brought up on the family farm of one-hundred two acres that produced vegetables, poultry, and honey. Helping with the farm work gave Benjamin lots to do all through spring, summer, and fall, and so he went to school only during the winter months.

He was an eager student who wanted to improve himself. He learned how to read, write, and do simple arithmetic in the one-room schoolhouse. He was good at solving mathematical problems. The news of his ability spread throughout the county and into surrounding states. Farmers came to see him and asked him to solve brain-teasing puzzles and practical problems.

Banneker had to quit school at the age of fifteen. However, he continued to read whenever he could get a book. When he was twenty-eight, his father died. Seventy-two acres of land were left to Banneker and his mother. After a day of work on the farm, he would read and study in the evening.

In 1761, Banneker carved a wooden clock. It kept accurate time and struck on the hour for twenty years. The clock was destroyed when his house caught on fire and burned to the ground.

Banneker was curious. He observed everything in nature - sky, earth, rain, clouds, and changes that come with the seasons. He liked to gaze at the stars and read about them. After he was fifty, Banneker spent most of his nights outdoors wrapped in a blanket observing the stars. He soon found errors in the books.

In 1791 Banneker started publishing an almanac and continued its publication until 1802. An almanac is a book that tells about the weather, the moon, and the skies. Farmers used his almanac so that they would know when to plant their crops.

Banneker helped to plan the city of Washington, D.C., the capital of the United States. The famous French engineer L'Enfant headed the commission. When L'Enfant quit his job as a result of a dispute with Federal officials, he took the printed plans with him. Benjamin Banneker had memorized the plans, and they were able to finish the job without L'Enfant.

Benjamin Banneker did many things to make us proud of him. He was a Black American who served his country well.

Banneker died during the night in 1806 while wrapped in a blanket under the trees observing the stars. Although he had predicted his own death, he lived several years longer. It was said that this was the only mistake in calculation made by Banneker.

ANSWER THE QUESTIONS

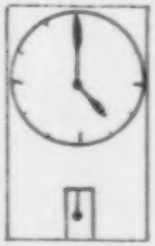
1. Can you tell time?
2. If not, how are you learning to tell time?
3. How does knowing about the stars help you to tell time?
4. Do you ever look at the stars on a bright clear night?
5. What is the work of an astronomer?

SUGGESTED AS CLASS PROJECT:

Make a Grandfather Clock.

Materials:

Shoe box (or any large box)
One bead with a hole in the center
String
Two brass paper fasteners



Directions:

- Cut out a rectangle near the bottom of the box.
- Place a disc for the face at the top of the box.
- Attach thin cardboard strips for hands with brass paper fastener.
- Attach bead to string; fasten this inside with a brass paper fastener.
- Move the bead back and forth inside the box. The bead will hit the sides of the box giving a rhythmic tic-tock sound.

SUGGESTED ACTIVITIES

1. Songs:

   The Magic of Music, Kg., Seasons and weather, pp. 2, 38, 44, 45, 47, 49, 50, 51, 52, 53.

   The Magic of Music, Kg., (Clock) Hickory, Dickory, Dock, p. 105.

2. Assist children in making clock faces.
3. Have them show a special time, such as time to get up in the morning, time to go to bed in the evening, time to come to school in the morning.
4. Show the children a copy of an almanac.

5. Have the class make an almanac for a week's period (during each season), including the position of the sun, moon, certain stars; the rising and setting of the sun; the temperature in St. Louis.

6. Read the story of Banneker.

7. Read the poems.

"Marie Lucille"
Gwendolyn Brooks. From *Bronzeville Boys and Girls*, New York: Harper, 1956, p. 32.

Banneker used to wrap in a blanket at night. He would then go outside under a tree and watch the moon and stars. In the morning when the sun came up, he would go into the house. During the day he slept.

"De Koven"
Gwendolyn Brooks. From *Bronzeville Boys and Girls*, New York: Harper, 1956, p. 30.

"Moon - Come - Out"
Eleanor Jarjeon, From *Time For Poetry*, by May Hill Arbuthnot, p. 345.

Robert C. Havden. *Seven Black American Scientists*. Reading: Addison-Wesley Publishing Company, 1970.

"Epitaph for a Watch-Maker"
Nine years before Banneker died, this epitaph appeared in his almanac for 1797.

TRANSPORTATION

In the community you see many different kinds of transportation - ways of getting from one place to another. People travel from the city to the suburb; from one city to another across the state; from the city to the rural community. Some people travel by bus, car, or airplane. Others travel on trains. Nowadays there are few trains. Other means of transportation have taken their place. Have you ever ridden on a train? Have you heard a train or maybe a bus or even a car screech as it rolled along? All these means of transportation have engines and wheels. Our lesson today is going to be about the Negro who invented a way of oiling these machines while they are in motion.

ELIJAH McCOY, Engineer

Elijah McCoy was born on May 2, 1844, in Ontario, Canada. His parents were runaway slaves from Kentucky. We call these runaway slaves fugitives. They were aided in their escape through the Underground Railroad. Once in Canada, the former slaves were free.

Later McCoy moved to Michigan. He attended school there. However, it is not known if he ever finished grade school. He decided to go to a country called Scotland - far across the ocean from us. He got a job working with machines. When he was young, Elijah was always tinkering with any machine he could find. He would take the machine apart and put it back together again.

He came back to the United States. When he came, he was a full-fledged mechanical engineer. Due to race prejudice, no one hired him as an engineer. He finally got a job as a fireman on the Michigan Central Railroad. One of his duties was to oil the engine. The train had to be stopped when the oilman would go around oiling. All the moving parts of the train such as the engine, wheels, and so on had to be oiled. Machines in factories had to be stopped also when they were oiled, or lubricated. The machines had to be oiled or they might stop and not work. The train would stop and not go on its way.

Elijah McCoy began to feel that it was a waste of both time and money to stop the machines to oil them. Do you agree with him? Elijah had a machine shop. At home he started to try different ways to oil machines while they kept in motion. But how was this to be done? He was going to find out! After much hard work, he invented the "lubricating cup." The oil came from a cup drop by drop. It was to have the oil flowing all the time on the moving parts of the machine.

Soon all the railroads in the West and the steamboats had this method of oiling. It was automatic; the machines could keep right on working and moving. After this, every piece of heavy-duty machinery was incomplete (not finished) unless it had the "McCoy System." Today when you hear the expression, "It's the real McCoy," you know that it means perfection.

SUGGESTED ACTIVITIES

1. Poems about trains.
2. Collect pictures of trains.
3. F 1196 *The Passenger Train* (10 min.)
4. Stories about trains; e.g., *The Little Engine That Could*
5. Record - 4604c *Chugging Freight Engine*
6. Record - 4604t *Trains and Planes*

"Song of the Train"
David McCord. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 103.

"Trains at Night"
Frances Frost. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 103.

"The Local"
Elizabeth Coatsworth. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 102.

"Little Black Train"
Margaret Wise Brown. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 102.

"The Red Caboose"
Lucia Cabot. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 103.

"Travel"
Edna St. Vincent Millay. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 102.

"The Station"
Kitty Parsons. From *V Is For Verses*, compiled by Odille Ousley. Boston: Ginn and Company, 1964, p. 102.

ANDREW J. BEARD, Inventor

The invention of Andrew J. Beard helped transportation. His invention saved the lives of the men who worked with trains.

Andrew J. Beard, a Negro, worked in a railroad yard in Alabama. It was the job of the men to join railroad cars together. This is called coupling of railroad cars. As two cars would crash together, a man had to drop a metal pin into place. Sometimes the man himself would be caught between the cars - or maybe even crushed to death during this split-second job. Andrew Beard had seen too many serious accidents. He had to do something about this! A man might lose his hands, even arms. Seeing all this danger got Beard thinking. What do you think he did? Yes, he tried to invent something that would do the work of dropping that pin.

In 1897 Beard had his invention finished. He received a large amount of money ($50,000) for his invention. It was called the "Jenny Coupler." It was an automatic device that fastened two railroad cars together by merely bumping them together. Have you ever seen this done to railroad cars? Or have you been on a train when this was done? If so, you know that you get a bump, a jerk. And,if you happen to be walking in the train, you have to hang on to the seat or fall over.

By this invention, Andrew J. Beard put an end to the danger that the men had suffered. Now it was much easier and safer.

COMMUNICATION

An important activity in the community is communication. In the immediate neighborhood this takes place by friendly visits. People talk to one another on the street, on porches, and in their homes. Many people go to social gatherings with their friends and neighbors, such as card parties or dances. Other means of communication are newspapers and magazines. Does your family get a daily newspaper and some magazines? Radio and TV are also means of communication. Many people use the telephone to communicate. Do you ever phone a friend and have a pleasant chat? The Black man named Lewis Latimer helped to make the invention of the telephone possible.

LEWIS LATIMER

In every community you will see electric lights and telephones. The man we are going to talk about helped with these inventions.

Lewis Howard Latimer was born in Boston of poor parents. His father left the family when Lewis was ten years old. From then on, Lewis tried to help his poor mother by selling papers. When he was sixteen, he joined the United States Army. How many know what this is? In the Civil War he served aboard the *U.S.S. Massasoit*. When the war was over he came back home to Boston. Here he worked as an office boy in a patent office. Soon he became their chief draftsman. A draftsman is a person who draws designs from which buildings, machinery, etc., are made. Latimer had a talent for drawing.

A few years later, Latimer became an expert in electrical engineering and draftsmanship. He met Alexander Graham Bell, who had invented the telephone. Latimer made the drawings of the invention and helped Bell get a patent for it. A patent protects a man's invention.

He stopped working for Bell and joined the United States Electric Lighting Company at Bridgeport, Connecticut. While working here with Hiram S. Maxim, Latimer invented an incandescent electric light. An incandescent lamp is an electric lamp with a filament of very fine wire that becomes white-hot when the current flows through it. In 1881 he invented and patented his invention.

Lewis Latimer was the only Black working for Edison at this time. Latimer drew the original, or first plans, for Edison's inventions. When an inventor asks for a patent, the application must be accompanied with detailed drawings. Latimer made these drawings for both Edison and Bell. His family was proud of him. So are we.

SUGGESTED ACTIVITIES

1. Discuss the use of the telephone. Also the courtesy of telephone use.
2. Have children bring their toy phones to school.

INDUSTRY IN THE GATEWAY CITY

What are some of the kinds of jobs people you know have? Are they in factories, plants, offices, businesses, stores, schools, or out-of-doors?

St. Louisans work at many kinds of jobs. They work in factories, plants, offices, businesses, stores, schools, and out-of-doors. A long time ago people used to say that St. Louis was "First in booze, first in shoes, and last in the American League." The last part is no longer true but lots of beer and shoes are still made here. Many people work in plants that prepare foods, milk, meats, and mills that make flour. There are oil refineries that make gasoline and oil and big printing presses that roll out newspapers and magazines. Because St. Louis is built on the Mississippi River, boats are built here, too. Some of the world's largest chemical plants are here where drugs, chemicals, and plastics are tested and developed. And let's not forget the huge clothing industry, especially for teen-age clothing and furs. These are just a few of the places people work in our city. Now you can understand why our city with its transportation, industry, and interesting places to see is named the "Gateway to the West."

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THE EARTH

THE EARTH

CONCEPTS

1. I am a beautiful human being with worth and dignity.
2. I have many things in common with children in my class, my school, and everywhere in the world.
3. Even though I have many things in common with children all over the world, I am still a unique person.
4. I know that Black people have helped to build America and still contribute to this country's growth.
5. I know that most people in the world are brown, black, or yellow people, not white.
6. I know that most of the people in the world speak some language other than English.
7. I must realize that even though I do not have everything I want, living in America, I have a longer life span, more opportunities, better clothing, food, and shelter, than most children anywhere else in the world.
8. I know that a different skin color does not make me an inferior person.

DESIRED OUTCOMES

1. To understand that all human beings have worth and dignity.
2. To be aware of the ways in which human beings are alike and the ways in which they are different.
3. To know that black people, brown people, yellow people, and red people have also contributed to the building of America.
4. To accept the fact that a different skin color does not make a person inferior or superior.
5. To understand that no man or country stands alone; we are interdependent as people and as nations.

SOME CHILDREN ARE . . .

Jo Tenjford Oslo

Some children are brown
  like newly baked bread,
some children are yellow
  and some are red,
some children are white
  and some almost blue--
Their colors are different--
  the children like you!

Some children eat porridge
  and some eat figs,
some children like ice cream
  and some roasted pigs!
Some eat raw fishes
  and some Irish stew--
Their likings are different--
  the children like you!

Some children say "yes"
  and some say "oui,"
some say "ja"
  and some say "si,"
some children say "peep"
  and some say "booh"--
Their words may be different--
  the children like you!

Some children wear sweaters
  and some rebozos
some children wear furs
  and some kimonos,
some children go naked
  and wear only their queue.
Their clothes may be different--
  the children like you!

Some children have houses
  of stone in the streets,
some live in igloos,
  and some live on fleets,
some live in old straw huts
  and some in new--
Their homes may be different--
  the children like you!

Some children are Finnish
  and some from Japan,
some are Norwegian
  and some from Sudan.
Oh yes, we have children
  in valley, on pike,
Their countries are different
  the children alike!

Oh, if they could dance
  and if they could play
altogether together
  a wonderful day!
Some could come sailing
  and some could just hike!
So much would be different--
  the children alike!

From *Black Poetry For All America*, edited by
  Leon Weisman and Elfreda S. Wright.*

Cf. *Time for Poetry*, by Arbuthnot
  "Boats Sail on the River," p.329
  "Water," p. 310

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Association for the Study of Negro Life and History.

To the Teacher:

We live in a world that has many beautiful people with colors as varied as a rainbow. How do people on our earth live? Should skin color make you feel differently towards a person?

Talk about the children described in the poem, "Some Children Are."

Now begin the unit on the earth and some of the wonderful people on it.

Introduce the unit with the following ideas (have a globe available):

We live on a planet called earth.

Our planet moves slowly around the sun.

On a globe we can see the many places people live, but we cannot see the people.

Not all people on the earth look alike.

People on the earth do not all dress alike.

They do not like the same foods.

But all people, whether they are dark-skinned or light-skinned people, need food, clothing, shelter, love, respect, and a chance to be somebody.

Display pictures of people from different parts of the world.

Possible Picture Sources

1. Your personal picture file
2. Public library picture files

3. Social studies text books by Silver Burdett

   Grade 1 - *Families and Their Needs*

   Grade 2 - *Communities and Their Needs*

4. Audio-Visual Guides

5. Silver Burdett Picture Packet
   The Earth, Home of People

Tell children people often speak in terms of race --the brown race, the white race, the black race, the red race.

Encourage children to talk about people they may know personally who are similar to those in the pictures.

Determine if pupils know the countries from which some of these people come or the names of any foreign countries.

Explain to pupils that people are of different colors because of the pigment (melanin) in their skin. A person of one color is not better than another. Explain and use examples of melanin as the coloring in skin, eyes, and hair. (Melanin is what puts the "hue" in humanity.) A good explanation, with pictures, may be found in two publications--*Color of Man Kit*, Random House, and *Colors Around Me*, Afro-Am.

GAME: Guess Who

Let children take turns describing a classmate in terms of size, skin color, and hair. The group tries to guess who is being described. (The teacher might want to take down the little descriptions as children give them and later use them for a booklet in which illustrations of children described could be placed.)

Let each child examine a strand of his own hair under a microscope. Note similarities and differences.

AFRICAN GAMES

Now we can look at pictures of children of Africa, and let's try to tell what kinds of games they are playing. Do you play any games they play? Here is an African game to try.

Match My Feet--A Game From the Congo

Stand in a circle with one person who is "It." While those in the circle clap their hands in rhythm, "It" stands in front of someone and does some steps in time with the clapping. The person he faces must imitate him, doing with his feet exactly what "It" does. If he fails to do this, he becomes "It" and proceeds in the same manner with someone else. If he is able to imitate "It" successfully, "It" must move on to someone else and keep going until he finds someone unable to imitate him.

To play this as a team game, choose sides, and line up. Each side sends one of its members to be "It" on the opponents' side. In this case, "It" cannot leave any opponent in line until that opponent makes a mistake. The side wins whose "It" gets to the end of the opponents' line first.

Ntuba

This game can be adapted for outside or inside play facilities. If it is played outdoors, dig a hole about six inches in diameter; indoors, use a deep basket. Players, or teams of players, stand about five feet away and try in turn to throw a stone or nut into the hole. Allow one point for each successful throw. The first player or team to make ten points wins.

AFRICAN FOLK TALES

Africans are great storytellers. By means of stories, they teach children about their families, animals, how to act, how the sun, moon, wind and mountains came to be, and what people did a long time ago. These stories or folk tales have been handed down for years and years and years. Sometimes an elderly man or woman will be the best storyteller in the village, and the children will gather around and hear a folktale like this:

How Mountains Came To Be

A story from Tanganyika, now Tanzania, East Africa

Long, long ago the earth was smooth and flat and even all over. But one day, she arose and wanted to talk to the sky. When the two of them were finished talking, the earth took leave of the sky and started to return. But she did not reach home everywhere. Some parts of her became tired on the way and had to stop where they were without completing the descent. These are the hills and the mountains.

MUSIC

Since the current music books for Kindergarten - Primary contain little or no African folk music, a few songs, available in school music books cited, which are appropriate to be used with this unit, are suggested below:

"Coming on a Rainbow"
Music for Young Americans, Bk. 3, p.119.

"Everybody Loves Saturday Night": (Sierra Leone)
This is Music, Bk. 6, p. 193.

"Take Time in Life" (Liberia)
This is Music, Bk. 6, p. 192.

"Go Tell It On the Mountain"
This is Music, Bk. 6, p. 212.

"He's Got The Whole World in His Hands"
This is Music, Bk. 6, p. 34.

"Ev'ry Time I Feel the Spirit"
Singing Juniors, p. 146.

"Koom Ba Yah"
Music for Young Americans, Bk. 8, p. 116.

FOOD

Some of the foods African children eat that you eat are chicken, fish, palm nuts, rice, plantains, peanuts, sweet potatoes, greens, okra, millet (a grain), oranges. corn, coconuts, rice, pineapples.

Here is a simple recipe that you could enjoy making in your classroom. It comes from a little book called *Fun and Festival from Africa* by Rose Wright.

(There are many African plays, games, recipes, and notes in this book, too.)

Banana Sweet

Cut orange sections in pieces and mix with grated coconut. Add sliced bananas and pour grape juice over all. Sprinkle grated coconut on top.

TO TALK ABOUT

Foods in America

1. How do we get our foods?
2. Do the men in your family ever hunt or fish for food?
3. Where do they go for hunting or fishing?
4. Have you ever gone hunting with the men in your family? or grandmother? aunt? or other relative?
5. Have you ever had a vegetable garden in your back yard? If so, what did you grow?
6. If you have not, what would you like to grow in a neighborhood garden, school garden, or classroom garden?
7. What is your favorite food for dinner? How does your mother prepare it for you?
8. What foods can you prepare? Give the class your favorite recipe.

FILMS AND FILMSTRIPS

FS 2555h	*African Legends and Folk Tales*
F 1051C	*African Calls: Its Drums and Musical Instruments*
F 1445d	*A Black Experience: Folklore*
F 4655g	*Folktales From West Africa*

AFRICAN SCULPTURE

Children should be aware that African art is not usually just for decoration. It has to do with the spiritual life of the people: their belief in God; their respect for ancestors; the ritual of services that have been performed for generations and generations. Thus, many of the masks, dolls, statues, and carvings have been handed down through the years from father to son as far back as their family history goes.

African art makes invisible powers and spirits visible.

SL 2680 *Discovering Art of Africa*

Glubok, Shirley, *The Art of Africa*, New York, Harper and Row, 1965

Hughes, Langston, *The First Book of Africa*, New York, Franklin Watts, Inc., 1964

AFRICAN WORDS THAT HAVE BECOME A PART OF THE ENGLISH LANGUAGE

goober
tote
juke
gumbo
cola
zebra
buckra
elephant
oasis
okra
sorcery
voodoo
zombie
banjo
bango
cooter
biddy
yam
tobacco

Suggested references:

Burke, Fred, *Africa*, Boston, Houghton-Mifflin Company 1970.

Guth, Hans P., *Teaching English Today*, St. Louis, Webster Division, McGraw-Hill, 1970.

Weiner, Leo, *Africa and the Discovery of America*, Vol. I, Philadelphia, Innes and Ons, 1920.

Woodson, Carter G. and Wesley, Charles, *The Negro in Our History*, Washington, D.C., The Associated Publishers, 1966.

A NAME IS IMPORTANT IN AFRICA AND AMERICA

How did you get your name? Are you named for your father or mother, a favorite aunt or cousin, your grandmother or uncle? (A little homework memory task.)

Tell your classmates how you were named and what your name means.

Just as there were many ways for you to get your name, there are many ways that African children get their names. For example:

Among the Akan people in Ghana:

Some children are named for the season of the year.

Some children are named for the day on which they were born.

DAY OF WEEK	BIRTHDAY NAMES		AKAN MEANING
	Male	Female	
Sunday	*Kwesi*	*Akousa*	Under the sun
Monday	*Kwadwo*	*Adwoa*	Peace
Tuesday	*Kwabena*	*Abena*	Fire
Wednesday	*Kwaku*	*Akua*	Fame
Thursday	*Yao (Yaw)*	*Yaa*	Strength
Friday	*Kofi*	*Afua*	Growth
Saturday	*Kwame*	*Ama*	Most Ancient

Among the Yoruba people of the Guinea coast

Some children are named to show what was happening in the family at the time of their birth.
Ayodele means "Joy enters the house"
Iyapo means "Many trials"

Sometimes a child is named for his father, who was named for his father, who was named for his father, who was named for his father, etc.

Sometimes a child is named after something that happened at the time of birth.
Abiola (M), child born during the first day of the New Year

Sometimes in the North, where people pray to Allah, the older men of the community name the baby in a ceremony seven days after birth with much drumming throughout the day and night.

Africans know that their heritage is passed on through their children. The naming of their children is very important because it is the first step in helping them to know who they are (personal identity) and brings this fact to the total community. In many parts of Africa, there is a special *Naming Ceremony.*

In Africa, *The Naming Day Ceremony* is held at the home of the parents. Relatives, in-laws, and other members of the community come. Often they bring small gifts for the baby. In some places, one of the older women holds the baby and strokes the baby's head and whispers the name in the child's ear. This is to separate the child from the spirit world, where he is an object, and transmute him into the real world, where he is a member of a community of human beings.

After the ceremony, everybody joins in for a happy party.

What kind of ceremony do we have for naming children? Where does it usually take place?

(Background information from *The Book of African Names*, Washington, D.C., Drum and Spear Press, 1970.)

Speak to me little one,
Clutching my breast with your hand,
So strong and firm for all its littleness.
It will be the hand of a warrior, my son,
A hand that will gladden your father.
See how eagerly it fastens on me:
It thinks already of a spear.
O son, you will have a warrior's name and
be a leader of men.

African Proverb

Cf. Brooks, Gwendolyn, *Bronzeville Boys and Girls*, New York, Harper & Row, 1956.

"Andre"

BLACK PEOPLE THAT ARE KNOWN THROUGHOUT THE WORLD

MATTHEW HENSON

Have you ever heard of the North Pole? Can you find it on your globe? The North Pole is just about the coldest place there is on earth.

Just as you like to come in first in games, the United States wanted to be the first country to put the flag at the North Pole.

Admiral Robert Peary had made trips to Greenland, a country at the top of your globe, to find the North Pole. The man who traveled with him was a Black man named Matthew Henson. Matthew Henson not only had been on many polar trips with Peary; he was very popular with the Eskimos, spoke Eskimo, and handled the dog sleds over the ice very well.

It was hard work getting to the North Pole. The snow was so white it almost blinded them. The temperature was so cold, they were nearly frostbitten, but still Peary, Henson, and a few Eskimos kept on. Admiral Peary could hardly walk, but when they got near, he and Henson looked at the compass so they would know exactly where the North Pole was to be found. Henson went over the ice to the spot and proudly placed the American flag there. He was really the first man to reach the North Pole.

Suggested references:

Ripley, Sheldon, *Matthew Henson - Arctic Hero*, Boston, Houghton Mifflin Company, 1966.

The Life of Matthew Henson, Golden Legacy History Magazine, St. Albans. N.Y., Fitzgerald Publishing Company, Inc., 1969.

DR. RALPH BUNCHE

Did you go "trick or treating" on Halloween? Did you get treats or did you get pennies for UNICEF (United Nations Childrens Fund), a branch of the U.N.? UNICEF money is used to buy food and medicine for children all over the world. Ralph Bunche worked with the United Nations, which helps people all over the world, too.

Dr. Ralph Bunche worked for many years as United States undersecretary for special political affairs. Another name you can give him is *statesman* -- a person who works for his country and tries to keep peace in other countries, too.

Ralph Bunche was a very good student in school, but he also liked to play basketball. He won medals for basketball and money for more schooling because of his high grades. This was fortunate because he lived with his grandmother after his parents died, and they had very little money.

His grandmother told him something when he was a young boy that he never forgot. She said, "Your color has nothing to do with your worth. You can be as good as anyone."

He never forgot that statement. He remembered it when he was invited to work at the U.N. (United Nations). He was asked to settle a fight between two countries, Israel and Jordan. When he did, some years ago, men all over the world were happy. Ralph Bunche was given the Nobel Peace Prize--the first American Black man to receive it. The prize is given every year to the one person in the world who has done the most for peace.

Cf. Young, Margaret, *The Picture Life of Ralph J. Bunche,* New York, Franklin Watts, Inc., 1968.

Why do some children get in trouble? What are some of the things that might happen to them? Malcolm Little got in a lot of trouble when he was young. But something happened in his life to change him. Find out what in the next story.

MALCOLM X

Malcolm Little spent the first part of his life in trouble. But why did this happen? The Ku Klux Klan bothered the family because his father was so outspoken about the way Black people were treated. Then his father was killed in what was called an accident. After his father's death, Malcolm's mother worried and worried. There was no man to help. They had very little food to eat. Mrs. Little couldn't take care of her children. When his mother went to a state hospital, Malcolm and his three brothers and sisters were sent to foster homes. Malcolm didn't do so well there either. It wasn't like being with his mother and father. Before long he was in a juvenile detention home. He was a good student, but nobody at the school thought he would amount to much.

After he graduated, Malcolm took off for Boston, where his sister Ella lived. There, he tried many odd jobs to scratch an existence. He became a shoeshine boy, sold dope and bootleg liquor. Later, he worked on a train selling sandwiches between Boston and New York. That's when he found Harlem--a neighborhood where many Black people lived. He loved Harlem. He loved to "rap" with his people. He found many "hustlers" in Harlem. Later, back in Boston, he was caught stealing and was sent to prison. Finally, he was moved to a newer, larger prison, and there he discovered a library. Reading was hard at first because Malcolm had scarcely read a book since he finished the eighth grade. But, since he preferred to be alone, he kept on reading and reading. He read most about Black people in America and Black kingdoms in Africa. He found many books written by Blacks. About the same time, letters came from his brother in Detroit telling about his new religion, "The Nation of Islam" or the Black Muslims. The Muslims believed that Black people should be just as respected as White people. They believed Blacks should own their own businesses and be strong and proud. They helped people in prisons. The members dressed neatly and cleanly, and they did not smoke or drink. They did not use their last names--like "Little"--because they called this a slave name. Instead, they used X. Malcolm Little then became Malcolm X.

Malcolm X left prison a different man. He went to Detroit to be with his brothers, to get a fresh start, and to share in the meetings at the Muslim temple. Malcolm studied hard and became a disciple of the Honorable Elijah Muhammed, who invited him to the Chicago headquarters for further study. As a Muslim minister, Malcolm traveled and talked with people in Chicago, Detroit, Philadelphia, New York, and other large cities. He was a good speaker, and he talked to people in a way that made them laugh, but also think. He talked in Muslim temples, on street corners, in homes, wherever black people were gathered.

Malcolm X went to Africa. He also made a pilgrimage to Mecca, the Holy City of the Islam. Here Blacks and Whites treated him so well, Malcolm X began to feel that maybe Blacks and Whites could work together in America to end injustice and poverty. Malcolm chose a new name, El Hajj Malik El Shabazz, and returned to the United States. Very soon after his return, Malcolm left the Black Muslims and formed a new group called the Organization of Afro-American Unity. While Malcolm X had many followers, some people who didn't understand his motives were angry with him. A small group was so angry that they shot and killed him in a meeting.

But they couldn't kill Malcolm's words and ideas. His wife and four little girls still live. His name is on several schools, including Malcolm X College in Chicago and Malcolm X Liberation University in Durham, North Carolina. People read his words, listen to his records, try to follow his ideas, and he is loved more day by day. People remember his saying, "Stand up for your right to be men." And this helps them become strong and proud.

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WILLIAM E. B. DuBOIS

How long would you like to live? You may have met some very old people, such as a grandmother, a grandfather, or an aunt. Why would it be good to live a long time?

This next story is about a man who lived for 95 years. His name is William Edward Burghardt DuBois. He was born in the northeast part of the United States in a state called Massachusetts. As a boy, he liked playing "Indian" in the summers and ice skating in the winters. He was such a good student that he got scholarships to go to college. At different times he went to Fisk University, Harvard University, and even the University of Berlin in Germany. When DuBois saw the conditions of Black people in the South and other parts of the country, he thought very hard about the race problem. He believed that Black people should band together and protest racial discrimination where it occurred. In 1905 DuBois and twenty-eight well-educated men formed the Niagara Movement, which spelled out in plain terms the things Black people needed and wanted.

W.E.B. DuBois taught school, wrote lots and lots of books, and was a founder of the National Association for the Advancement of Colored People (NAACP). DuBois tried to get Black people together, not only in this country but all over the world. He founded the first Pan-African Congress, which drew Blacks from Africa, United States, West Indies, South America, and Europe.

The last days of DuBois's life were spent in Ghana, where he was writing an Encyclopedia Africana.

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DR. MARTIN LUTHER KING, JR.

Have you ever had a dream about something you wanted very much? Did you ever have a daydream or a dream at night that you remembered when you woke up?

There was a man who had a dream. His name was Martin Luther King, Jr. Growing up, he liked to play as you do--ball, marbles, bike-riding, and swimming, too. But he liked some other things, too. His father was a preacher, and he enjoyed going to church and hearing his father's big voice tell the stories from the *Bible*. His mother directed the choir and played the organ, and before he even went to school, he was singing solos with the choir. His folks made him feel proud of himself and of them. He decided that he wanted to be a preacher, too.

You have heard of Dr. Martin Luther King, Jr. You know that he believed that people would change their attitudes if you did not fight them. He believed that love was stronger than hate. The beautiful thing was that Martin Luther King's idea was talked about and understood by people all over the world. He said once, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Dr. King did not live to see his dream come true, but even today people are trying to carry on his dream to get people together in peace. Peace was his dream, but he knew it would take a struggle to get it. That's why he said, "If a man hasn't found something he will die for, he isn't fit to live."

Suggested references:

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LOOKING AT AFRICA BY WAY OF SATELLITE

O.K., boys and girls, take your seats, we're ready for one last trip by satellite around the second largest continent in the world--Africa. As you will notice on our TV screen, Africa has a lot of brown, dry land in the far North and South called deserts, bright green savannah grasslands in the Sudan, dark green tropical rain forests in Central Africa (Congo) and Guinea coasts, and cool, fertile highlands in Ethiopia, Kenya, Zambia, and Rhodesia. In our country we talk about the four seasons, but in Africa they talk about the rainy season and the dry season. Rain can be good or it can be bad. If there is too much rain, it washes away the crops. If there is too little rain, the crops are lost for a year. Usually Africa does not get enough rain at the right time. When it does rain very hard, it takes out the minerals that make good soil to grow food. It takes hard work to raise good crops in Africa.

The best land in Africa is in the highlands of East Africa, Central Africa, and South Africa--the places where most of the White farmers live. Here are the good grazing lands for cattle and rich farmlands. No wonder the native farmer and the White settler have had and are still having battles over these beautiful, fertile parts of Africa.

Don't forget that Africa is a continent--not one country. As our country is made up of many states, each one different, Africa has fifty-seven countries, each one different. Africa has the Nile, the world's longest river; Lake Victoria, the world's largest lake; Kilimanjaro, the fourth highest mountain; and the world's two largest deserts, the Sahara and the Kalahari.

Why do people want to live in Africa? It may sound like Africa is a difficult place in which to live. But remember, there is so much beauty, so much land, so much mineral wealth--gold, diamonds, copper, bauxite, uranium, tin, iron ore, lead, zinc, and petroleum--and so much variety in people and languages that it is an exciting place in which to live.

Many African boys and girls live closer to the land than you may do, but many families are moving to the cities. This means these boys and girls may speak several languages well so that they can talk to the people they will meet. Because European countries once ruled Africa (Portugal, France, and Spain still have holdings), the African child may speak French or English, in addition to one or two African languages or dialects.

Africa is a land of tradition, ancient civilization, art, and culture that has long had government, strong family ties, religion, and music. It is a land credited with many contributions to man including notable firsts--in medicine, in arithmetic, in iron-smelting, in picture writing, in paper making, in alphabet making, in weaving, in building pyramids. It is the world's second largest continent and the place where man began.

Why did we choose to take a look at Africa? One reason is it is a large continent that people haven't known very much about. Secondly, twenty-three million Americans have their roots in this continent and that makes it important for Americans of all ethnic groups to know about. Finally, life in Africa may be different, but people all over the earth live the very best life they can with the resources they have in the geography surrounding them. People may not look alike, dress alike, or eat alike, but as you have studied, you should now know many ways people are alike. People on every continent want to live in harmony and in peace.

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African Songs:

African Songs. @ 30¢ a copy. Write to:
Cooperative Recreation Service, Inc.
Rednor Road, Delaware, Ohio 43015

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African Cookbooks:

There are several excellent African cookbooks on the market including the *Life* series which features cookbooks from many countries. Check the local library for copies.

It would be interesting, also, to check Southern recipes and African recipes and see if and where there are similarities.

SFS 2562 *World Cultures: Folk Songs of Africa.*

F 1051C *African Calls: Its Drums and Musical Instruments.*

F 1455U *African Odyssey: The Two Worlds of Musembe* (Gr. 3 - 8).

There are over 300 Africans in St. Louis, many of whom are students. All of the materials given here would be greatly enriched by a visit by an African to a classroom or school assembly. Several sources to obtain such resource persons are listed below. Resource people will probably be happy to come for no speaking fee, but please arrange for transportation.

St. Louis Committee on Africa

Pan-African Student Organization

Nigerian Student Union

APPENDIX

APPENDIX

Teachers will find the two lists in the appendix to be ready references as source material to supplement the curriculum material contained in the guide. The selected Black personalities are presented in two formats.

The first, a list of selected Black personalities with terse biographical notes categorized by their major activities or occupations, is included as a resource for teachers. Activity categories under which the personalities are grouped include: Activists, Actors and Actresses, African Leaders, Artists, Athletes, Business Leaders, Dancers, Diplomats, Educators, Explorers, Government Leaders, Labor Leaders, Medicine, Military, Ministers, Musicians and Singers, St. Louis Leaders, Scientists and Inventors, and Writers.

The second, a calendar, lists the personalities whose expanded stories are in the curriculum guide under a month of the year connected with this person. This calendar will allow the teacher to feature a Black personality associated with the month or day or holiday.

The lists are not intended to be exclusive nor are the biographical sketches complete. Rather the teacher may desire pupils to find out more about these personalities or other such persons as an outgrowth of the integration of the Black Studies materials into the instructional program of pupils in the St. Louis Public Schools.

APPENDIX: SELECTED BLACK PERSONALITIES

ACTIVISTS

BATES, DAISY

Arkansas president of the National Association for the Advancement of Colored People; leader in an effort to integrate the Little Rock Public Schools, resulting in federal troops used to enforce admission. Awarded Spingarn medal.

CLEAVER, ELDRIDGE

A major Black Panther theoretician. Exiled himself to Europe and Algeria.

***DOUGLASS, FREDERICK**

Activist, abolitionist, writer, statesman. Born a slave, went North to become one of the prime speakers for abolition; edited the North Star. He held several government posts including recorder of deeds and U.S. minister to Haiti.

EVERS, CHARLES

Mayor of Fayette, Mississippi. Candidate for governor. Took over the NAACP leadership in his state for his brother after he was murdered.

FARMER, JAMES

Statesman, activist, former national director of Congress of Racial Equality and one of its founders. Served as HEW assistant secretary.

DAVIS, ANGELA

Former UCLA philosophy instructor. An admitted Communist. Famed for California court case.

GREGORY, DICK

Civil rights activist, comedian. Born in St. Louis, graduate of Sumner High School. Active in other minority group problems, has worked with Indians.

JACKSON, REV. JESSE

National president of PUSH (PEOPLE UNITED TO SAVE HUMANITY), recently organized by Jackson, who had become a national figure through his association with the Southern Christian Leadership Conference and Operation Breadbasket in Chicago.

***KING, DR. MARTIN LUTHER Jr.**

Activist, author, minister. President, Southern Christian Leadership Conference. Leader of the Montgomery bus boycott (1956), keynote speaker at the March on Washington (1963), youngest Nobel Peace prize laureate (1964), Ph.D. in philosophy, taught a non-violent philosophy.

* Deceased

APPENDIX: SELECTED BLACK PERSONALITIES

ACTIVISTS

McKISSICK, FLOYD B.

National director of the Congress of Racial Equality (CORE) since 1966. Lawyer.

SEALE, BOBBY

Activist. Leadership role in the Black Panther Party.

***SINGLETON, BENJAMIN "Pap"**

A Post-Civil War colonizationist; advocated the great exodux of Blacks in the 1870's to Kansas.

***SMALLS, ROBERT**

Gave Confederate ship Planter to the union navy during the Civil War; served as a reconstruction Congressman for 8 years.

***TRUTH, SOJOURNER**

Famous preacher, abolitionist, and lecturer. During the Civil War, she helped care for wounded soldiers.

***TUBMAN, HARRIET**

One of the greatest conductors of the UNDERGROUND RAILROAD. Called the "Moses of Her People."

***TURNER, NAT**

Led the major slave uprising in the early 19th century.

WILKINS, ROY

Born in St. Louis, Mo. Executive secretary of the NAACP. Speaker for the civil rights revolution; majored in journalism at University of Minnesota; joined the staff of Kansas City Call, a leading Negro weekly from 1923-1931. In 1934, became editor of Crisis magazine and continued for 15 years.

***YOUNG, WHITNEY**

National executive director of Urban League from 1961-1971. Prominent lecturer and author. civil rights leader; formerly served as dean of the Atlanta School of Social Work, Atlanta University.

ACTORS AND ACTRESSES

*ALDRIDGE, IRA One of the most celebrated Shakespearean actors of the 19th century.	DAVIS, SAMMY, Jr. Singer, dancer, comedian, actor. Often called "the world's greatest entertainer" due to his remarkable versatility.	*HARRISON, RICHARD B. Gained national prominence on the basis of one role, his characterization of "De Lawd" in Green Pastures. Portrayed this role 1,656 times and won the 1930 Spingarn medal and several honorary degrees.
HORNE, LENA Singer, actress. First black woman to sign a term-contract in films.	MILLS, FLORENCE Singing comedienne and dancer. Became famous for her cake-walking and buck dancing.	O'NEAL, FREDERICK Veteran actor-president of Actors Equity. Born in Mississippi, educated in St. Louis, graduated from Sumner High School. Appeared in Urban League Productions, founded the Ira Aldridge Players, appears often on stage, screen, and television.
POITIER, SIDNEY American Negro actor. Won "Oscar" award in 1964 for his performance in Lillies of the Field.	*WILLIAMS, BERT (EGBERT AUSTIN) Actor. Star of the Ziegfeld Follies for ten years. Refined the art of Negro comedy by replacing crudity with finesse. Blazed the trail for the Negro performer from the minstrel stage to the legitimate theater. Collaborated with George Walker in producing shows in which he performed.	WILSON, CLEROW "FLIP" Comedian. Starting from a career of humor while he was in the Armed Forces, "Flip" has moved from night clubs all over the country to be one of television's most lauded stars. He now has a weekly program called "The Flip Wilson Show."

APPENDIX: SELECTED BLACK PERSONALITIES

AFRICAN PERSONALITIES

*BER, SUNNI ALI

Ruler of Songhay (1464-1492). Songhay had a central system of government and much wealth because of the administration of taxes and trade. His armies conquered much territory.

BROOKS, ANGIE

U.N. Representative from Liberia. Served as president of the U.N. General Assembly in 1969.

GOWON, GENERAL YAKUBU

President of Nigeria. Nigeria is the most heavily populated nation in Africa and one of the most literate. Independent since 1960, Nigeria has had much strife between major tribes.

HOUPHOUET-BOIGNY, FELIX

President and leader of government of the Ivory Coast. The capital, Abidjan, is considered the "Paris" of Africa. Because of the benefits attributed to French aid, the Ivory Coast's economic development shows rapid growth.

KENYATTA, JOMO

Leader of Kenya African Union, which was reputed to be behind the Mau Mau group of early guerilla fighters for Kenya independence. Prime minister of Kenya government since independence.

*LUTHULI, CHIEF ALBERT JOHN

Former president of the African National Congress, South Africa; first African to be awarded the Nobel Peace Prize in 1960.

*MBOYA, TOM

Minister of economic development and planning in Kenya at the time of his assassination in 1969.

MOBUTU, JOSEPH D.

President of the Republic of Zaire, a former general who has helped to improve the country's economic conditions. The government's new policy of authenticity is a conscious effort to return the people to their ancestral traditions.

*MOHAMMED, ASKIA

Ruler of Songhay who followed Sunni Ali Ber. Askia strengthened the Moslem religion among his people and extended the boundaries of the country.

AFRICAN PERSONALITIES

***MUSA, MANSA**

Ruler of Mali (1312-1337), who unified the people, established a good government, encouraged education and crafts; took the most famous pilgrimage to Mecca.

***NKRUMAH, KWAME**

National leader of Ghana who did much to make up the timetable for independence; served as prime minister and president of Ghana, after independence.

NYERERE, JULIUS

President of the United Republic of Tanzania was named when the country became independent in 1964. The government has nationalized all banks and many industries. Nyerere believes a one-party system is more democratic than a two-party system.

SANDIMANIE, ELLEN A.

First woman mayor (or commissioner) of Monrovia, capital of Liberia. She is also a minister.

SELASSIE I, HAILE

LION OF JUDAH, EMPEROR OF ETHIOPIA (E. Africa), direct descendant of the Queen of Sheba, and longest continuous ruler in Africa, crowned in 1930. Ethiopia is the oldest continuously Christian (Coptic Christian Church) country in the world.

SENGHOR, LEOPOLD SEDAR

President of Senegal is also a well-known poet who has been translated from French to English. He is also one of Africa's leading intellectuals. He has coined the term "negritude," often defined as "a kind of special quality that Africans show, an emotional relationship to life different from the European material emphasis."

TOLBERT, WILLIAM

President of Liberia. After serving as vice president of Liberia, he succeeded to the presidency upon the death of Hon. William Tubman in 1971.

TOURE, SEKOU

President of Guinea is a descendant of the famous Malinke chieftain, Almany Toure, has followed a foreign policy of non-alignment.

***TUBMAN, WILLIAM V.S.**

Was president of Liberia, 1943-1971. Liberia was developed in 1822 by the American Colonization Society for the return of free Blacks to Africa. It is Africa's oldest republic.

ARTISTS

BARTHÉ, RICHARD

An outstanding professional sculptor living in the United States today. A member of the National Academy of Arts and Letters. The busts of Toussaint L'Ouverture and Henry Ossawa Tanner were his first commissions. The bust of Booker T. Washington by Barthé is in the Hall of Fame at New York University.

***CAMPBELL, E. SIMMS**

St. Louis born painter and cartoonist. Famous for Esquire magazine cartoons.

CARTER, WILLIAM

Painter born in St. Louis.

FLOWERS, GENE

Artist, St. Louis born. Outstanding commercial artist and designer.

HOUSLEY, JESSIE

Artist. Born in St. Louis. Executed the Origin of Free Masonry, a mural which hangs in the York Rite Temple in St. Louis. President Harry Truman, when a senator, dedicated this mural in 1941. Teacher.

LAWRENCE, JACOB

Artist, recipient of the Spingarn Medal in 1970 for his eminence among American painters. Noted for painting in series such as: The Migration of the Negro, Coast Guard Life, etc. have won him great acclaim.

LEWIS, EDMONIA

Sculptor. First of her race and sex to be recognized as a sculptor. Did portrait busts of many of the prominent figures of era, including Abraham Lincoln, Wendell Phillips, Charles Sumner, and John Brown. Did a bust of Henry Wadsworth Longfellow for the Harvard College Library.

***PIPPIN, HORACE**

Had been ranked as the greatest Negro primitive painter of the twentieth century; won a Carnegie Exhibition award. Severely wounded in World War I; received the Croix de Guerre and the Purple Heart.

SAVAGE, AUGUSTA

Sculptor. First Negro to win acceptance in the National Association of Women Painters and Sculptors. Recipient of the Carnegie and Rosenwald Fellowships. Her major work was a commission for the 1939-40 New York World's Fair, a statue, Lift Every Voice.

ARTISTS

***TANNER, HENRY O.**

Painter. In 1900, received the Medal of Honor at the Paris Exposition and the Lippincott Prize as well. In 1901, the French government purchased his Resurrection of Lazarus.

TURNER, E. CLIFFORD, Jr.

Architect. St. Louis graduate of Sumner High School and Hampton Institute, where he completed his studies in architecture. The newly renovated Samaritan Methodist Church and the Tandy Medical Center on Kingshighway are examples of his work.

***WARING, LAURA WHEELER**

Artist, educator. Received the Harmon Award for achievement in fine arts.

WILLIAMS, PAUL R.

Architect, recipient of Spingarn Medal in 1953 for contributions as a designer and architect in California.

WOODRUFF, HALE

Painter. Won Bronze Award in 1926 Harmon Foundation competition. Studied with Tanner.

ATHLETES

AARON, HENRY (HANK)

Baseball. High life-time batting average in the major leagues; Most Valuable Player award in 1957; entered the 1972 season with 645 home runs for his career. Considered to have the best chance to top the coveted home run record of Babe Ruth.

ALCINDOR, LEW (KAREEM ABDUL-JABBAR)

Basketball. Great college basketball star who led his team, U.C.L.A., to three successive championships. Professional career in Milwaukee.

ALI, MUHAMMED (CASSIUS CLAY)

Heavyweight boxing champion who lost his crown because he was a conscientious objector who refused to serve in the Army. His right of refusal to serve on religious grounds was upheld by the U.S. Supreme Court. Olympic boxing champ.

ATHLETES

ARMSTRONG, HENRY

Boxer. Born in St. Louis. Only pugilist to hold three titles at one time--lightweight, featherweight, welterweight. Presently he is active in church work and Herbert Hoover Boys Club in St. Louis.

ASHE, ARTHUR

World's leading Negro amateur tennis player. In 1966 he was ranked as the number three amateur in America; member of the U.S. Davis Cup Team; graduate of Sumner High School.

BROWN, JIM

Greatest offensive back in the history of professional football. Many people say he is the greatest all-round athlete since the legendary Jim Thorpe.

CHAMBERLAIN, WILT

National Basketball Association scoring champ; businessman. Has led league in scoring since 1959.

GIBSON, ALTHEA

First Negro to become international tennis champion. In 1957, won the Wimbledon singles crown and the doubles championship as well. Also, a successful career as a professional golfer.

MAYS, WILLIE

Baseball. One of the top hitters-an over 300 batting average-3,000 hits and over 600 home runs. Also noted for his fielding and throwing prowess.

*PICKETT, BILL

Famous cowboy. The "Dusky Demon from Texas"; invented the rodeo sport called bulldogging.

ROBINSON, JACKIE

Baseball, business. First Negro in major league baseball. Voted "Rookie of the Year" in 1947. Won the National League's Most Valuable Player Award in 1949. First Negro voted into Baseball's Hall of Fame. Also outstanding UCLA athlete in football and track. Since retirement from professional baseball, he has been active in business leadership and the civil rights movement.

RUDOLPH, WILMA

Track and field. Only American woman runner to win three gold medals in the Olympic games. Named by the Associated Press as the U.S. Female Athlete of the Year for 1960, and also won United Press Athlete of the Year honors.

ATHLETES

RUSSELL, BILL

National Basketball Association Boston Celtics leading scorer and super rebounder and first Black coach in professional basketball.

SAYERS, GALE

Football. Player for the Chicago Bears. Considered the NFL's best runner. All-America performance at University of Kansas

BUSINESS

***ABBOTT, ROBERT S.**

Publisher, founder, and editor of the Chicago Defender, one of the largest Negro newspapers and instrumental in bringing many blacks from the South to the North in the period between 1912-15.

***CUFFEE, PAUL**

A wealthy shipbuilder and ship-owner. Advocated African colonization. He was involved in the petition protesting taxation.

DICKERSON, EARL B.

Chairman of the board of Supreme Life Insurance Co.; appointed by President Roosevelt as member of Fair Employment Practice Commission; active in civic affairs of Chicago; first Negro to take a law degree at University of Chicago.

***FORTEN, JAMES**

Businessman, abolitionist, inventor. Sailmaker who made a fortune with invention of mechanism to handle unwieldy sails; noted abolitionist who helped to finance Garrison's paper, The Liberator.

GASTON, ARTHUR G.

Self-made Alabama millionaire. Banker, insurance executive, owner of real estate, motels, and funeral homes.

GATES, COL. CLIFTON W.

First Negro named to St. Louis Board of Police Commissioners, now its vice-president. President of Gateway National Bank, president of the C.W. Gates Realty Co. Graduate of Sumner High School.

APPENDIX: SELECTED BLACK PERSONALITIES

BUSINESS

HURT, JAMES E. Jr.

Entrepreneur in new ventures such as Central City Foods, Vanguard Furniture, Vanguard Motors (becoming the first Black Volkswagen dealer in the State), as well as head of Employees Loan and Investment Company, a business begun by his father. Member Board of Education of St. Louis. Graduate of Sumner High School.

JOHNSON, JOHN H.

President of Johnson Publishing Company, which produces *Ebony*, *Jet*, *Hue*, *Tan*, *Black World*, etc., magazines and novels. Mr. Johnson is also president of the Supreme Life Insurance Company, largest Black insurance firm in the North.

***MALONE, ANNIE M.**

Founder of a manufacturing company of beauty products, the Poro College of Beauty Culture, in 1900. Mrs. Malone is credited with being the first Negro owner of a business reaching the million dollar mark in production and noted for its employment of Blacks. St. Louis headquarters to 1930. Poro College was a showplace and cultural center of the community.

DANCERS

BAKER, JOSEPHINE

Singer and dancer often called the "Toast of Paris." Born in St. Louis. During World War II joined the Air Auxiliary of the Free French Forces; received two decorations for her wartime activities.

COLLINS, JANET

Prima Ballerina for Metropolitan Opera, made her debut in *Aida*.

de LAVALLADE, CARMEN

Dancer, actress.

DUNHAM, KATHERINE

Dancer, choreographer. Studied anthropology and toured Africa and other tropical cultures. Used information gained to create dances. Presently Performing Artist In Residence at Southern Illinois University.

HOLDER, GEOFFREY

Dancer, choreographer, painter.

PRIMUS, PEARL

Dancer, choreographer. Studied primitive dances and rituals. Traveled widely and performed authentic dances and those she created based upon them.

DIPLOMATS

COOK, MERCER

Statesman. First U.S. ambassador to the Republic of Niger, now ambassador to the West African nations of Senegal and Gambia.

DUDLEY, EDWARD RICHARD

Statesman. First Negro to serve in Liberia with the rank of ambassador. Now a judge in the Supreme Court of New York State.

HARRIS, PATRICIA ROBERTS

Diplomat. Former ambassador to Luxenbourg, now chairman of the Credentials Committee of the 1972 Democratic National Convention. Member of the board of several major companies, i.e. Scott Paper Company. Former dean of Howard Law School.

*HEARD, WILLIAM H.

Minister resident and consul general to Liberia. Author of The Bright Side of Life, which he wrote during the time he was living in Africa. Bishop in the African Methodist Episcopal Church.

HOLLAND, JEROME "BRUD"

Statesman, educator, athlete. Ambassador to Sweden, was president of Hampton Institute in Virginia; was an all-American end in football at Cornell University. Member of the New York Stock Exchange.

ROWAN, CARL

Statesman, journalist. Former ambassador to Finland, and former head of the U.S. Information Agency; now syndicated newspaper columnist.

*TURNER, JAMES MILTON

Educator and diplomat. Born a slave in St. Louis County, Mo. Founded Lincoln University in Mo. Appointed minister resident and consul general at Monrovia, Liberia. First Negro in the diplomatic corps.

*WALTON, LESTER

Statesman, minister to Liberia, 1935-1945, appointed by President Roosevelt. Native of St. Louis, graduate of Sumner High School. Served as a reporter for the St. Louis Globe-Democrat and the St. Louis Star-Times; editor, New York Age, credited with the focusing on the capitalization of the word Negro; active in creating opportunities for Blacks in the theater.

WILLIAMS, FRANKLIN H.

U.S. ambassador to Ghana. Formerly ambassador to the United Nations as U.S. representative to the Economic and Social Council, NAACP special counsel; assistant director, Peace Corps.

EDUCATORS

CLARK, DR. KENNETH

Sociologist, educator, psychologist, author. Director of Metropolitan Applied Research Center and author of many books on social dynamics. He is perhaps best known for his book, *Dark Ghetto*. His research showing the effect of segregated schools on Negro children was considered by the U.S. Supreme Court in its historic 1954 decision. Spingarn Medal, 1961.

DAVIS, JULIA

Retired public school teacher, Negro History scholar, lecturer, founder of the Julia Davis Collection of Negro and African Literature and Culture at the St. Louis Public Library and donor The Julia Davis Fund, SLPL; graduate of Sumner High School 1909.

DREER, REV. DR. HERMAN

Noted student of Negro History, author, graudate of Bowdoin College, Phi Beta Kappa; retired professor of Harris Teachers College. Ph.D. University of Chicago. Teacher, English-Dramatics, Sumner High School, 1915-1927, assistant principal, Sumner High School, 1927-1946. Pastor, Kingsway Baptist Church.

***FORTEN, CHARLOTTE**

Teacher, writer, poet. She answered the call to teach newly liberated slaves who had been abandoned on St. Helens' Island, South Carolina, during the Civil War. She wrote a diary which was discovered almost a century later and published as a book.

FOSTER, DR. MARCUS

Superintendent of the Oakland Public School System, has extended unifying techniques explored in Philadelphia Schools. Author of the book *Making Schools Work: Strategies for Changing Education*.

***JOHNSON, CHARLES S.**

Educator, sociologist. Noted for his research and many books on the Negro in America. Was the first Black president of Fisk University, Nashville, Tenn.

JOHNSON, MORDECAI

First Negro president of Howard University, Washington, D.C. Under his leadership, Howard grew to a leading school for education of Blacks. Distinguished orator.

JONES, ERNEST

Educator, acting superintendent, St. Louis Public Schools, former deputy superintendent after years of service with the Banneker School District. Set up the newest Work-Study High School and was its first principal.

KOONTZ, ELIZABETH D.

First Negro president of National Education Association. Now Director of Women's Bureau, Department of Labor.

EDUCATORS

MAYS, DR. BENJAMIN E.

Educator, minister. Former president of Morehouse College, Atlanta; author of several books; eulogist at the funeral of former student, Dr. Martin L. King, Jr. President, Atlanta Board of Education.

NOBLE, DR. JEANNE L.

Educator and guidance expert. Assisted in development of Job Corps. Professor at NYU. National president, Delta Sigma Theta Sorority.

RILES, WILSON

Educator. Commissioner of education of the State of California.

***SCHOMBERG, ARTHUR**

Donor to New York Public Library of the Schomberg collection of material related to the history of the Negro. He was also curator of the Negro materials at Fisk University.

SHEPARD, DR. SAMUEL

Former district superintendent of the Banneker School District, nationally known for his project "Operation Motivation"; superintendent of schools, E. Chicago Heights, Illinois.

EXPLORERS

***BECKWOURTH, JAMES P.**

Explored the west. Discovered good travel routes for settlers who would come later. Found a new pass through the mountains into California.

***COFFEY, ALVIN A.**

Slave who went with the "forty-niners" to Sutter's Fort, California. Purchased own freedom.

***DU SABLE, JEAN BAPTISTE POINTE**

Explorer, fur trapper and trader. First settler of Chicago. Buried in St. Charles, Missouri.

EXPLORERS

*ESTEVANICO

First Black man to travel through the southwestern part of the United States. Discovered one of the great Pueblo cities of the Zuñi Indians in what is now called Arizona and New Mexico.

*IKARD, BOSE

Famous cowboy who blazed the Goodnight-Loving Trail; noted for his skill in roping, fighting, and riding.

*LAWRENCE, ROBERT H.

Black astronaut in U.S. space program. Killed in the training program.

*OLANA, NUFLO de

Accompanied Balboa in 1513 when he discovered the Pacific Ocean.

*NIÑO, PEDRO ALONZO

Navigated the Niña, one of Columbus' ships.

GOVERNMENT

BOND, JULIAN

Elected to Georgia legislative in 1966. Denied seat for opposing U.S. involvement in Vietnam War but subsequently seated. Nominated for president in 1968, but had to refuse because of his age.

BRIMMER, ANDREW

Statesman, economist, member of the Board of Governors of the Federal Reserve System. Formerly assistant secretary of Commerce.

BROOKE, EDWARD W.

U.S. Senator from Massachusetts. First Negro to be elected to the U.S. Senate in the 20th century. Republican.

*BRUCE, BLANCHE K.

Senator, Republican, Mississippi. The only Negro to serve a full term in the U.S. Senate during Reconstruction. Register of the U.S. Treasury. Held other civic positions.

*BUNCHE, RALPH J.

Mediator, educator. United Nations undersecretary for Special Political Affairs. Awarded Nobel Peace Prize.

CHISHOLM, SHIRLEY

Negro representative of Brooklyn, N.Y. The first Black woman to win a seat in Congress. A candidate for president in 1972. Democrat.

APPENDIX: SELECTED BLACK PERSONALITIES

GOVERNMENT

CLAY, WILLIAM L.

Congressional representative for the First District, State of Missouri. Democrat.

CONYERS, JOHN Jr.

Democrat, Michigan.
Member of Congress since 1965.

DELLEMS, RONALD V.

Democrat, California.
Member of Congress since 1968.

***DePRIEST, OSCAR**

First Negro congressman from the North. Elected in Chicago in 1928, he served until 1935. Republican.

DIGGS, CHARLES C.

Democrat, Michigan.
Member of Congress since 1955.

FAUNTROY, WALTER

Democrat, U.S. congressman at large--non-voting representing the District of Columbia since 1968.

***GRANGER, LESTER B.**

National Urban League executive director; special advisor to the Navy during World War I to recruit and enlist Blacks in the regular navy, marines and Coast Guard.

HAWKINS, AUGUSTUS

Democrat, California.
Member of Congress since 1961.

MARSHALL, THURGOOD

Associate justice, U.S. Supreme Court; U.S. solicitor general; director-counsel of the NAACP's Legal Defense and Educational Fund; recipient of the Spingarn Medal. More victories in the Supreme Court than any other lawyer. Thirty-two cases won out of thirty-five as NAACP counsel for twenty-four years.

GOVERNMENT

McNEAL, THEODORE D.

First Negro state senator of Missouri, Democrat, 4th District; chairman, Democrat Caucus; chairman, Appropriations Committee. Served for many years as labor union leader (Brotherhood of Sleeping Car Porters). Commissioner, St. Louis Housing Authority and member of Board of Curators, University of Mo.

METCALFE, RALPH

Democrat, Illinois.
Appointed to vacancy left by Congressman William Dawson and was subsequently elected to the position. Noted for Olympic athletic career at Marquette University.

MITCHELL, PARREN J.

Democrat, Maryland.
Member of Congress since 1968.

MOTLEY, CONSTANCE BAKER

Jurist. U.S. District Court, Southern District of New York. Famous as NAACP legal counsel in Meredith vs University of Mississippi defense. Also elected president of the Borough of Manhattan in 1965.

NIX, ROBERT N.C. Jr.

Democrat, Pennsylvania.
Member of Congress since 1959.

*PINCHBACK, PINCKNEY B.S.

Lieutenant governor of Louisiana. Served 43 days as governor of Louisiana in 1873 upon the impeachment of White incumbent during the Reconstruction Period. Elected to U.S. Senate from Louisiana but was denied his seat.

*POWELL, ADAM CLAYTON Jr.

Statesman, minister, activist. Longtime member of the House of Representatives, Democrat, N.Y. since 1944. In 1961, he became the chairman of the powerful Congressional Committee on Education and Labor and pushed through some 60 pieces of legislation to improve education and job opportunities for the nation's Black and poor.

RANGEL, CHARLES B.

Democrat, New York. U.S. congressman. Defeated Adam Clayton Powell, Jr. in the primary and was subsequently elected to that position.

*REVELS, HIRAM RHOADES

Senator. First Negro to have served in the U.S. Senate. Elected from Mississippi to the seat formerly held by Jefferson Davis.

GOVERNMENT

STOKES, CARL

Statesman, former mayor of Cleveland, Ohio, was part of a triumvirate of the "Big City" mayors, including Richard Hatcher and Walter Washington of Washington D.C. Served two terms.

STOKES, LOUIS

Democrat, Ohio. Member of Congress since 1968. Leader in Black Caucas of Congressional Leaders.

TAYLOR, HOBART Jr.

Director of the Export-Import Bank since 1965. Previously served President Lyndon B. Johnson as an associate special counsel.

***TROTTER, JAMES MONROE**

Held the federal office of recorder of deeds during the Reconstruction Period. Writer, former assistant superintendent in the Post Office Department in Boston.

WASHINGTON, DR. BENETTA B.

Director, Women's Centers, Job Corps, Office of Economic Opportunity.

WASHINGTON, WALTER E.

Mayor of Washington D.C. Former director of the National Capitol Housing Authority.

WEAVER, ROBERT

Statesman, first Secretary of U.S. Department of Housing and Urban Development. Appointed to the President's cabinet in 1966, first Black member. Formerly chief of the Negro Employment and Training Branch of the Labor Division of the War Production Board; director of the Negro Manpower Commission.

WOODS, HOWARD

Named associate director of the U.S. Information Agency (USIA) in 1965. He entered government after a 16-year journalism career; executive editor of *Argus*; now hosts TV show, THE BLACK EXPERIENCE; executive editor, *St. Louis Sentinel*. Graduate of Sumner High School.

YETTE, SAMUEL F.

Former special assistant for civil rights, Office of Economic Opportunity; an award winning writer and journalist, has written for *Ebony*, *Afro-American*, *Life* and *Newsweek*. Currently he is on the staff of Howard University.

LABOR

FLETCHER, ARTHUR

Former assistant secretary of Labor during the Nixon Administration; alternate delegate to United Nations and then resigned to become director of the United Negro College Fund.

RANDOLPH, A. PHILIP

Labor leader and activist. Longtime civil rights leader. Vice-President AFL-CIO. Founder of the Brotherhood of Sleeping Car Porters in 1925. Organized the first March on Washington in 1949 to protest discrimination in defense plants, resulting in the Fair Employment Practices Act. Leader of 1963 March on Washington.

***TOWNSEND, WILLARD S.**

Organizer of the United Transport Service Employees Union and international labor leader; vice-president of Congress of Industrial Organizations (CIO).

WEAVER, GEORGE L.P.

Assistant secretary of Labor for International Affairs named by President John F. Kennedy, 1961. Served in the CIO as a member of the War Relief Commitee. Executive secretary of AFL-CIO Civil Rights Committee. Chairman of the U.S. delegation to the Interantional Labor Organization.

WHITE, ROBERT L.

President, National Alliance of Postal and Federal Employees. Major role in fight to maintain gains of Negro postal employees in the changing U.S. postal service organization.

***WILKINS, J. ERNEST**

Born in Farmington, Missouri. Assistant secretary of Labor, appointed in 1954 by President Dwight D. Eisenhower, first Negro to be appointed to a sub-cabinet post. Graduate of Lincoln University in Jefferson City, Mo. Grand Polemarch, Kappa Alpha Psi Fraternity.

MEDICINE

***BOUSEFIELD, DR. MIDIAN O.**

Physician from Chicago. Commander of medical officers at Negro Army Hospital at 93rd Division, Fort Huachuca, Arizona, during World War II. Writer of many articles on the Negro physician and health problems of Blacks. Past president of the National Medical Association.

COBB, DR. W. MONTAGUE

Cited for his studies in anatomy and physical anthropology, he is the best-known historian of the Negro in medicine. Professor of Anatomy at Howard University, he is a former president of the National Medical Association.

COBB, DR. PRICE M.

Authored Black Rage with psychiatrist Dr. William H. Grier. The book and subsequent ones examine the psychological foundations of the anger and conflict common to many Blacks due to their position in society.

***DELANEY, DR. MARTIN R.**

Activist, physician. Leader in exploring possibilities of establishing colony in Africa for Americans of African descent. Made scientific studies in Africa; helped Douglass edit the North Star; had his own newspaper and served as a major in the Civil War.

***GILES, DR. ROSCOE C.**

Influential Chicago physician. One of the first group of Black physicians admitted to the American College of Surgeons, desegregation move of the 1940s. Past president of National Medical Association.

***LAWLESS, DR. THEODORE K.**

Scientist, physician, dermatologist. One of the world's renowned skin specialists, who practiced in the heart of Chicago's Black community. He also contributed to the scientific treatment of syphilis and leprosy. Teacher, Northwestern University School of Medicine. Philanthropist.

***McKINNEY, DR. SUSAN**

First Negro woman doctor.

OSBORNE, ESTELLE MASSEY

First director of School of Nursing at Homer G. Phillips Hospital. Later an instructor of nursing at New York University and now an official in the National League of Nursing.

***WILLIAMS, DR. DANIEL HALE**

Surgeon who performed the first successful open-heart surgery. Founded Provident Hospital in Chicago for all races. In 1913 he was made a Charter Member of the American College of Surgeons.

MILITARY

CARTWRIGHT, ROSCOE C.

Army named him for promotion from colonel to the rank of brigadier general on May 13, 1971.

DAVIS, BENJAMIN O. Jr.

U.S. Air Force. First Negro to command an air base, Godman Field in Kentucky. Promoted to brigadier general in 1954. Held many assignments since and retired in 1969.

DAVIS, BENJAMIN O. Sr.

Brigadier general. First Negro general in the history of the U.S. Armed Forces, appointed in 1940.

DAVISON, MAJ.GEN. FREDERIC E.

The first Black officer to command an American Army Division. Presently deputy chief of staff for personnel in Europe, he is credited with starting new programs in the area of equal opportunity and human relations, and methods of combating drug abuse.

DILLARD, OLIVER W.

Army named him for promotion from colonel to the rank of brigadier general on May 13, 1951.

GRAVELY, ADMIRAL SAMUEL L. Jr.

Navy. The only seagoing skipper among three Black captains who was elevated to the position of first admiral in the U.S. Navy.

HAMLET, JAMES G.

Army named him for promotion from colonel to the rank of brigadier general on May 13, 1971.

JAMES, BRIG.GEN. DANIEL F.

Air Force. Received this rank on March 31, 1970, and on the same day was sworn in as deputy assistant secretary of defense for public affairs. Gen. James is known for his fine record as a pilot, commander, and speaker to youth and college students.

***MILLER, DORIE**

Messman aboard the USS Arizona; manned a machine gun during the Pearl Harbor attack; downed four Japanese planes; won the Navy Cross.

MINISTERS

*ALLEN, RICHARD

Founder of the AME Church and served as its first active bishop. He was the originator of the "kneel-in" to protest segregation in a church.

*BOYD, RICHARD HENRY

Outstanding Baptist minister and founder of the National Baptist Publishing Board; founded Bishop College in Marshall, Texas, Hearne Academy.and several theological seminaries in America and the Panama Canal Zone.

*DICKSON, MOSES

Organizer of education, builder of Lincoln University in Jefferson City, Mo.; founder of the Knights and Daughters of Tabor, soldier of the Union, a political figure, developed International Order of Twelve, and AME minister.

*DIVINE, FATHER

Founder of the Peace Mission Cult whose followers worshipped him as God incarnate on earth. Established low-priced meals during the 30s and 40s and gained many followers who spiritually joined in the massive cooperative agency.

*GARNETT, REV. HENRY HIGHLAND

Minister and abolitionist, son of an African chief. Excellent lecturer, editor, U.S. minister to Liberia, he believed that slavery could only be ended by a slave revolt.

*HEALY, BISHOP JAMES AUGUSTINE

First Negro Catholic bishop in the U.S.,presided over the diocese of Maine and New Hampshire where he greatly increased the number of parochial schools and missions.

JACKSON, JOSEPH H.

President, National Baptist Convention, USA, Inc. since 1953. Traveled and preached world-wide. Pastor of the Olivet Baptist Church in Chicago.

MUHAMMED, ELIJAH

Leader of the Black Muslims, a sect devoted to Black separatism but noted for work in rehabilitation of prisoners, establishing own schools, businesses, and farm work. Black Muslims are reputed to have holdings worth $75,000,000.

*PAYNE, DANIEL A.

Bishop of the AME Church beginning in 1852, who sought to improve the character of Christian ministry. Led in the purchase of Wilberforce University and served as its president for 16 years.

MINISTERS

SULLIVAN, REV. LEON

Founder and chairman of the board of Opportunities Industrial Centers in Philadelphia. He is also on the board of General Motors Corporation.

***TOBIAS, CHANNING H.**

Minister, statesman, world traveler. U.S. alternate delegate to the U.N.; ordained minister of the CME Church; ranking Negro, YMCA National Board Staff; NAACP board chairman; director of the Phelps-Stokes Fund, a foundation devoted to the improvement of educational opportunities for Negroes. Received the Spingarn medal.

***TOLTON, AUGUSTUS**

First Negro Catholic priest in American. Born in Ralls County, Missouri; ordained in Rome; served in Quincy and Chicago, Illinois.

MUSCIANS AND SINGERS

ANDERSON, MARIAN

Famous Black contralto; concert singer. Won a singing contest in Philadelphia; the first Black vocalist to sing at the Metropolitan Opera in New York. U.S. representative to United Nations.

BILLUPS, KENNETH BROWN

Director of Vocal Music, Sumner High School; executive, Division of Youth Services, City of St. Louis; distinguished conductor of musical groups, arranger and composer. Past president, National Association of Negro Musicians.

***BLAND, JAMES A.**

An accomplished minstrel, comedian,and composer. "Carry Me Back to Old Virginny" was one of his first successful compositions.

MUSICIANS AND SINGERS

BROWN, JAMES

Hailed as "Soul Brother No. 1," Brown popularized "Say it loud. I'm Black and I'm proud." In his appearances with young people, he also emphasizes the need to stay in school, though he was a dropout. Brown is an astute businessman and has organized the Black and Brown Trading Stamps.

BUMBRY, GRACE

Born in St. Louis; graduated from Sumner High School. A brilliant mezzo-soprano; has starred at the Metropolitan Opera after a European debut.

DIXON, DEAN

First Negro and youngest musician ever to conduct the New York Philharmonic Orchestra. Offered no steady musical post, he left for Europe in 1949. He has continued to live in Europe while conducting leading orchestras there. Conducts the Frankfort Radio Symphony.

FIFTH DIMENSION, THE

A popular singing group which includes Marilyn McCoo, Florence LaRue, Ronald Townson, Lamonte McLemore, and Billy Davis. The males were born in St. Louis and attended public schools here. Their hit records include "Up, Up and Away," and "Aquarius."

FITZGERALD, ELLA

Considered as the top female vocalist in virtually every poll because of her ability to use her voice like an instrument. A leading jazz interpreter of the popular song.

FRANKLIN, ARETHA

Noted for her gospel approach to singing. Recipient in 1972 of the Dorie Miller Medal of Honor Award and a cash award which is presented to organizations or individuals who make outstanding contributions to the welfare, progress, and prestige of the Black race.

HAYES, ISAAC

Musician, singer, composer, and organist. Recipient of 1972 Academy Award for the music of Shaft.

HAYES, ROLAND

Tenor, concert singer. Awarded the Spingarn Medal in 1924. First Black to give recital in Boston's Symphony Hall; gave command performances in London. Rare gift of interpreting songs and Negro spirituals.

HOLMES, EUGENE

St. Louis born singer, nationally known. Attended colleges in Arkansas and Indiana. Metropolitan Opera singer, now in Europe.

APPENDIX: SELECTED BLACK PERSONALITIES

MUSICIANS AND SINGERS

JACKSON FIVE, THE

Michael, Marlon, Jermaine Toriano, and Sigmund Jackson from Gary, Indiana. Sold nearly 15,000,000 single records and 8,000,000 record albums in two years. The boys have made many personal appearances, T.V. specials. Their Jackson Five Cartoon Show is highly successful.

*JACKSON, MAHALIA

Gospel singer, world renowned. Coordinated a mammoth Southern Christian Leadership Conference benefit program in Chicago which raised nearly $40,000 for the civil rights cause. Her best known record albums include Bless This House, Sweet Little Jesus Boy, and The World's Greatest Gospel Singer.

JESSYE, DR. EVA

Noted choral director and authority on the folk opera Porgy and Bess. Selected by Gershwin for the original cast and has directed it world-wide. Author, lecturer, actress, and singer. Currently working on her autobiography; artist in residence at University of Michigan.

LEWIS, HENRY

Musician. First Black conductor of the Metropolitan Opera, 1972.

ROBESON, PAUL

Athlete, actor, lawyer, scholar, baritone singer. Phi Beta Kappa, Rutgers University graduate. Rutgers' most famous athlete, excelled in four sports. Graduate Columbia University Law School, world traveler, involved in world politics. Famous for his performances in the stage plays Othello and Emperor Jones, his singing of "Ole Man River."

McFERRIN, ROBERT

St. Louis born Metropolitan Opera singer. Protege of Wirt D. Walton, choir director. Sumner High School graduate.

NELSON, OLIVER

Musician, St. Louis born, Sumner High School graduate, recording artist and composer-arranger, jazz-artist, musical director of television show Ironside.

PRICE, LEONTYNE

Lyric soprano.
Metropolitan Opera soloist.

*SCHUYLER, PHILLIPA

Child prodigy, pianist, composer, author; traveled in some 50 countries on goodwill tours, but her life was terminated on a tour of Vietnam.

MUSICIANS AND SINGERS

***SMITH, BESSIE**

Blues singer. Considered the queen of the blues during the early 1920s when records first were sold.

WEATHERS, FELICIA

St. Louis born. Metropolitan Opera singer. Vashon High School graduate.

***WILSON, CLARENCE HAYDEN**

Instrumental Music Instructor at Vashon and Sumner High Schools; former national president, National Association of Negro Musicians; director of Berea Presbyterian Church choir.

SAINT LOUISANS IN THE NEWS

BANTON, DR. WILLIAM C.

Health Commissioner, City of St. Louis.

DIUGUID, DR. LINCOLN

Professor of chemistry at Harris Teachers College and developer of the Du-Good Microanalytical Laboratories.

EVANS, PEARLIE

Commissioner of Division of Community Services, City of St. Louis. President of Alpha Kappa Alpha Sorority.

FLEMMING, CHARLES

Architect who has designed many of the new homes and buildings in St. Louis and St. Louis County, including the Gateway National Bank Building and St. Phillips Evangelical Lutheran Church.

FREEMAN, FRANKIE

Commissioner, U.S. Civil Rights Commission; attorney for St. Louis Housing Authority; consultant on Public Affairs, CBS Radio Station KMOX; national president Delta Sigma Theta Sorority.

GREGORY, DICK

Social critic, civil rights activist, author, comedian, lecturer, graduate of Sumner High School.

SAINT LOUISANS IN THE NEWS

HATCHETT, MORRIS M.

Lawyer, deputy director, St. Louis Office of U.S. Department of Housing and Urban Development; former head NAACP in St. Louis and Legal Aid Society program to provide legal service to the poor.

KILPATRICK, LINCOLN

Actor of stage, T.V. and screen. Graduate of Sumner High School, attended Lincoln University. Has appeared in numerous productions including Blues for Mr. Charlie; network T.V. and commercials and currently in movies Cool Breeze and Omega Man.

McMILLIAN, JUDGE THEODORE

Graduate of Vashon High School and St. Louis University Law School. Juvenile Court Judge from 1965-1971 noted for his concern and innovative handling of youthful offenders. Now presiding judge, Criminal Court Division; board chairman, Human Development Corporation.

MITCHELL, DR. EUGENE

Medical director, Homer G. Phillips Hospital; graduate of Sumner High School and University of Missouri Medical School; fellow, American College of Surgeons. Also publisher, St. Louis Argus.

TURNER, NANNIE MITCHELL

President of the St. Louis Argus, oldest continuous black business in Missouri (1912), founded by her husband and his brother.

WALTON, WIRT D.

Choir conductor at Sumner High School and Harris Teachers College; mentor for distinguished singers including Robert McFerrin and Eugene Holmes. Famed for his development and direction of the Sumner High A Cappella Choir and Walton Choraliers.

SCIENTISTS AND INVENTORS

*BANNEKER, BENJAMIN

Astronomer, mathematician, inventor, and essayist. He was on the surveying team to lay out the city of Washington, D.C. For ten years Banneker published an almanac.

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*BEARD, ANDREW J.

Invented an automatic device that fastened two railroad cars together.

*BLAIR, HENRY

Invented the corn-planting machine. Granted a patent on October 14, 1834. First U.S. patent issued to a Negro.

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SCIENTISTS AND INVENTORS

***CARVER, GEORGE WASHINGTON**

Scientist who devoted his life to research to help farmers. Missouri born.

***DREW, DR. CHARLES**

Pioneer in blood preservation; founder of the blood bank. He was the chief surgeon and head of the staff at Freedmen's Hospital in Washington, D.C.

JULIAN, PERCY L.

First Black man to be hired as a research scientist for a major industrial company. Headed the research division of the Glidden Co. His research led to the relief of arthritis and glaucoma. Developer of soy bean products.

***JUST, ERNEST E.**

Scientist. Internationally famous research biologist in the field of fertilization and cytoplasm of cells. Received the Spingarn Medal in 1915. Teacher, Howard University, author, founder of Omega Psi Phi Fraternity.

***LATIMER, LEWIS**

Scientist, inventor, draftsman. Employed by Alexander Graham Bell to make the patent drawings for the telephone.

***McCOY, ELIJAH**

Invented the "lubricating cup" for feeding oil to parts of a machine while it is in motion. His lubricating cup was the first "real McCoy."

***RILLIEUX, NORBERT**

Invented a vacuum evaporating pan that changed the method of refining sugar.

***TEMPLE, LEWIS**

Invented the toggle harpoon which helped the whaling industry of New England.

***WOODS, GRANVILLE T.**

Inventor of many items and holder of some 50 patents including one for an incubator. But his most famous patent was the railway telegraph which helped trains communicate with each other and thus avoid many accidents.

APPENDIX: SELECTED BLACK PERSONALITIES

WRITERS

BALDWIN, JAMES

Novelist, essayist. Contemporary comments on society in the fiery language of his prose have made his works well read. Leader of the expatriate group in Paris.

BENNETT, LERONE Jr.

Historian, author. Senior author of *Ebony* magazine, head of Black Studies at Northwestern University. His books include *Before the Mayflower* (1962), *The Negro Mood and Other Essays* (1964), and *What Manner of Man* (1964).

BONTEMPS, ARNA

Poet, novelist, dramatist, librarian. Has written many stories for children. Director of Human Relations at Fisk University in Nashville, Tennessee.

BROOKS, GWENDOLYN

Poetess. Two well known books for children are *A School in Bronzeville* and *Bronzeville Boys and Girls*.

***BROWN, WILLIAM WELLS**

Writer, historian. First Black to publish a novel, the first to publish a drama, and the first to publish a travel book.

FRANKLIN, JOHN HOPE

Author, teacher, scholar, Professor of History at the University of Chicago. Had been a member of the history faculty at Fisk and several Negro colleges. Was chairman of the Department of History of Brooklyn College. Author of *From Slavery to Freedom*, *The Free Negro in North Carolina, 1970-1860* and others.

WRITERS

***HANSBERRY, LORRAINE**

First Negro playwright to win the New York Drama Critics Circle Award for the play A Raisin in the Sun in 1959, produced, directed, and acted by Negroes on Broadway. Her untimely death was at an early age and also at the height of production and popularity.

***HUGHES, LANGSTON**

The Negro poet laureate of the 20th century. Born in Joplin, Missouri. Spingarn medalist.

***JOHNSON, JAMES WELDON**

Poet, lyricist, critic, activist. Played a number of vital roles in the earlier phase of the civil rights movement of the 20th century as poet, teacher, critic, diplomat, and was the first NAACP executive secretary. U. S. minister to Puerto Cabello, Venezuela, and later minister to Nicaragua. Lyricist for "Lift Every Voice and Sing," often referred to as the Negro National Anthem.

JONES, LEROI

(INAMU AMIRI BARAKA)
A poet and playwright; his poetry and fiction won him a John Hay Whitney Fellowship. His play, The Dutchman, won the Obie Award as the best off-Broadway play for the 1963-1964 season.

KELLEY, WILLIAM MELVIN

Author and expatriate. His books include A Different Drummer, which won him the Rosenthal Foundation Award; A Drop of Patience, Dem, and Dancers on the Shore.

KILLERS, JOHN

Writer and activist. Had led several Black Writers Conferences at Fisk University. His books include Youngblood and And Then We Heard the Thunder.

WRITERS

***PUSHKIN, ALEXANDER**

Author. Russia's greatest poet. His most popular poem, "The Fisherman and the Fish" appears in many primary school readers in English.

***RUSSWURM, JOHN**

First Negro college graduate. Received his degree from Bowdoin College in Maine in 1826. One of the editors of Freedom's Journal, the first Negro newspaper printed in the United States.

***TROTTER, WILLIAM MONROE**

Writer and editor of the Boston Guardian, directed attacks on Booker T. Washington's position and called for immediate equality for Blacks. He aided W.E.B. DuBois in organizing the Niagara Movement.

WESLEY, CHARLES HARRIS

Historian, educator, author. Executive director of the Association for the Study of the Negro, Life and History; dean, Howard University; chairman, history department; president, Wilberforce University and Central State University in Ohio.

***WOODSON, CARTER**

Historian, researcher in Negro History, author. Founder of the Association for the Study of Negro Life and History. Started Negro History Week in 1926 as a national observance. Organized Associated Publishers. His works include The Education of the Negro Prior to 1861 (1915), A Century of Negro Migration (1918), The Negro in Our History (1922), and The Rural Negro (1930).

WRIGHT, RICHARD

A novelist; published Uncle Tom's Children under the auspices of the WPA Illinois Writers Project and won an award for the best fiction by a WPA writer; received a Guggenheim Fellowship. The novel Native Son tells a tale of life in Chicago's Black ghetto. Black Boy, his autobiography, was selected by Book-of-the-Month Club.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

JANUARY

CARVER, GEORGE WASHINGTON

Born 1864. Died January 5, 1943. Scientist who devoted his life to research to help farmers in the South. All nations benefited from the products he developed.

KING, MARTIN LUTHER, JR.

Born January 15, 1929. Died 1968. Minister; leader of Montgomery, Alabama, boycott; 1963 March on Washington. Headed Southern Christian Leadership Conference. Espoused non-violence.

WILLIAMS, DR. DANIEL HALE

Born January 18, 1856. Died 1931. Surgeon who performed the first successful open-heart surgery. Founded Provident Hospital in Chicago. Charter member of American College of Surgeons.

FEBRUARY

HUGHES, LANGSTON

Born February 1, 1902. Died 1968. The "Negro poet laureate" of our day. One of the major American writers of the 20th century. Born in Joplin, Missouri.

TURNER, CHARLES HENRY

Born February 3, 1867. Died 1923. Scientist, teacher, researcher in the behavior of insects.

DuBOIS, WILLIAM E. B.

Born February 23, 1868. Died 1963. Scholar, writer, teacher, civil rights leader; founder of Niagara Movement and the NAACP.

ANDERSON, MARIAN

Born February 27, 1908. Famous Black Contralto. Concert singer - "Voice heard once in a century." From singing contests in Philadelphia to the first Black vocalist to sing at the Metropolitan Opera in New York; U.S. Representative to United Nations.

MARCH

MORGAN, GARRETT A.

Born March 4, 1877. Died 1963. Inventor: First automatic traffic signal; gas mask.

ATTUCKS, CRISPUS

Born 1723. Died March 5, 1770. First martyr for American independence.

TUBMAN, HARRIET

Born 1820. Died March 10, 1913. The greatest "conductor" on the Underground Railroad. She was "The Moses of Her People."

RILLIEUX, NORBERT

Born March 17, 1806. Died 1894. Engineer; invented a vacuum evaporating pan that changed the method of refining sugar.

WARING, OSCAR MINOR

Born 1837. Died March 1911. Educator: First Negro principal of Sumner High School in St. Louis, 1879 - 1908.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

APRIL

L'OUVERTURE, TOUSSAINT

Born 1743. Died April 27, 1803. Soldier, statesman, reformer, martyr. Liberated Haiti from slavery and became Governor.

WASHINGTON, BOOKER T.

Born April, 1856. Died 1915. Educator and statesman. Founded Tuskegee Institute. Most influential Negro of his day.

MAY

McCOY, ELIJAH

Born May 2, 1844. Died 1928. Invented the "lubricating cup" for feeding oil to parts of a machine while it is in operation.

MALCOLM X

Born May 19, 1925. Died 1965. Black Muslim leader; later, head of the Organization of Afro-American Unity.

COLE, RICHARD HILL

Born May 23, 1855. Died 1927. Educator. Principal for 50 years of William J. Simmons Elementary School in St. Louis.

STEVENS, GEORGE EDWARD

Born May 24, 1861. Died 1941. Pastor of Central Baptist Church. Wrote complaints to St. Louis Board of Education causing improved facilities for learning at Sumner High School.

JUNE

DREW, CHARLES R.

Born June 3, 1904. Died 1950. Physician, blood plasma researcher, started the blood bank to be used for transfusions.

CURTIS, WILLIAM PARRISH

Born June 3, 1866. Died 1945. Physician. Helped to found Provident Hospital, later called People's Hospital in St. Louis.

PRUITT, WENDELL O.

Born June 20, 1920. Died 1945. Fighter pilot. A. A. F. World War II. Born in St. Louis. Graduate of Sumner High School. Housing project named in his honor.

DUNBAR, PAUL LAURENCE

Born June 27, 1872. Died 1906. First Black poet laureate. Wrote in dialect and standard English.

SIMMONS, WILLIAM JOHNSON

Born June 29, 1849. Died 1890. Baptist clergyman, educator, lecturer, author.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

JULY

MARSHALL, THURGOOD

Born July 2, 1908. Lawyer, jurist, associate justice, U.S. Supreme Court: former solicitor general, director-counsel of the NAACP Legal Defense and Educational Fund; famed for cases won before the Supreme Court.

ARMSTRONG, LOUIS

Born July 4, 1900. Died 1971. Trumpeter, "Ambassador of good will for the United States."

BETHUNE, MARY McCLEOD

Born July 10, 1875. Died 1955. Educator. Founded Daytona Educational and Industrial Training School for Negro Girls. National leader.

DUMAS, ALEXANDRE père

Born July 24, 1802. Died 1870. World famous French novelist. Best known works, *The Three Musketeers*, *Count of Monte Cristo.*

AUGUST

MITCHELL, JOSEPH EVERETT

Born August 1, 1876. Died 1952. Publisher and founder of the *St. Louis Argus*, a Black newspaper. Oldest Negro business in St. Louis.

LANGSTON, ARTHUR DESSALINES

Born August 3, 1855. Died 1908. Teacher and principal in the St. Louis Public Schools.

HENSON, MATTHEW A.

Born August 8, 1866. Died 1955. Arctic Explorer; first person to plant the U.S. flag at the North Pole.

BUNCHE, RALPH J.

Born August 7, 1904. Died 1971. United Nations undersecretary for special affairs. Nobel Peace Prize winner.

SEPTEMBER

LATIMER, LEWIS

Born September 4, 1848. Died 1928. Scientist, inventor, draftsman. Employed by Alexander Graham Bell to make the patent drawings for the first telephone.

VASHON, JOHN BOYER

Born September 9, 1856. Died 1924. Teacher, principal in St. Louis Schools for 34 years.

MATZELIGER, JAN

Born September 15, 1852. Died 1889 Inventor of a shoe lasting machine. His invention made Lynn, Massachusetts the shoe making capital of the world.

THE JACKSON FIVE

On September 26, 1971, these popular boys, who have sold in two years, nearly 15 million records and 8 million albums of their songs, received congressional citations from U.S. Senator Vance Hartke of their home state, Indiana.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

JULY

VASHON, GEORGE BOYER

Born July 25, 1824. Died 1878. Lawyer, linguist, educator in Haiti, New York, and Pennsylvania.

AUGUST

CALENDAR OF FAMOUS NEGRO PERSONALITIES

OCTOBER

BLAIR, HENRY

Invented the corn planting machine. Granted a patent October 14, 1832. First U.S. patent issued to a Black inventor.

DESSALINES, JEAN JACQUES

Born 1758. Died October 17, 1806. Statesman, soldier, liberator of Haiti.

NOVEMBER

GIBSON, BOB

Born November 9, 1935. St. Louis Cardinal Baseball pitching star. Named the National League's Most Valuable Player and best pitcher in 1968. Noted for strike out and low run game records.

BANNEKER, BENJAMIN

Born November 9, 1731. Died 1806. Made the first wooden striking clock in America. Wrote an almanac; helped plan the city of Washington, D.C.

HANDY, WILLIAM C.

Born November 16, 1873. Died 1958. Composer. Wrote many blues songs, the most famous being the "St. Louis Blues." Played coronet and trumpet. Dubbed "Father of the Blues."

DECEMBER

COOK, JAMES EDWARD

Born December 4, 1900. Died 1961. Minister, YMCA Executive -- Pine Street. Developed Camp River-Cliff, the "Y" Circus, Sarah Page Youth Center. Pastor, Antioch Baptist Church.

WHEATLEY, PHILLIS

Born 1753. Died December 5, 1784. Poetess. Early American poetess who had a collection published in England.

LANGSTON, JOHN MERCER

Born December 14, 1829. Died 1897. Statesman, lawyer, U.S. minister to Haiti; college president and Virginia congressman in 51st Congress.

MITCHELL, WILLIAM

Born December 15, 1878. Died 1945. Founder and publisher of the *St. Louis Argus*.

OCTOBER

NOVEMBER

WILLIAMS, FRANK LUNSFORD

Born November 18, 1865. Died 1953. Educator, civic leader, Principal of Sumner, Vashon and Washington Technical High Schools at various points in his career. Founder of New Age Federal Savings and Loan Association in St. Louis.

CURTIS, THOMAS AUSTIN

Born November 20, 1862. Died 1943. Dentist. Helped to found the *St. Louis Argus* and the St. Louis branches of the Urban League and the NAACP.

BEARD, ANDREW J.

Invented an automatic device for linking two railroad cars together called the car-coupler or "Jenny Coupler." Patented November 23, 1892.

TRUTH, SOJOURNER

Born 1797. Died November 26, 1883. Abolitionist preacher, and lecturer. Assumed as her mission in life to travel and spread the "truth" to all people.

DECEMBER

Curriculum Guide and Resource Book

UD016792

INTEGRATING BLACK STUDIES INTO THE MIDDLE GRADES -- GRADES 4, 5, AND 6

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UD016792

St. Louis Public Schools
St. Louis, Missouri
1972

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To the teacher:

Many, many days were devoted by the committee to pondering, talking, and brainstorming about what materials would be just right to help teachers integrate Black Studies into their regular work at the level of the Middle Grades.

Teachers' opinions were solicited. All questionnaires that were returned were carefully read. Many suggestions were received from Middle Grade district meetings. A great many materials were reviewed. It seemed most feasible to link Black Studies with the existing Social Studies curriculum, for many parallels could be maintained. In this guide are presented suggestions that will enhance the learning experiences of pupils in the Middle Grades.

The Fourth Grade materials cover a sweep from historical notes on the first Blacks known to live in St. Louis to present-day people who are making contributions to the total community. These materials on local persons should work in well with the study of St. Louis after pupils get a feeling for the roots from which the Afro-American came via the diaspora of the African people to many parts of the world. Children should be helped to understand the kinds of sources which historians use and how they do the tedious job of writing history. The stories of those who have left footprints on St. Louis have been momentous and exciting.

In the Fifth Grade, pupils study their own country and hemisphere. The study of these areas provides an excellent opportunity to introduce Blacks who have been important in each section of our land. Again, the story begins with the early explorers, continues to the present, and includes persons who are still living. Special emphasis is placed on the periods immediately before, after, and during the Civil War because of their impact on the lives of generations of Black people in this country.

In the Sixth Grade, we turn again to the world's long-neglected second-largest continent, Africa. What of the great African civilizations of centuries ago? What of Africa's contributions to the world-- in law, in medicine, in art, in government, in trade, in mathematics, in music, in religion and education? Why have those things been kept secret for so long? The mysteries unfold in Grade Six materials.

Because the materials in this *Curriculum Guide and Resource Book* are fresh and exciting, Middle Grade teachers and pupils will find them challenging and informative.

Happy Discovering!

Black Studies Committee
Nancy G. Fields
Vera R. Jansen
Shirley R. Martin

FOURTH GRADE

DISCOVERING MANY ROOTS

GENERALIZATIONS

1. Slavery was the reason for the diaspora of millions of Africans.
2. The first American was the Indian.
3. Most Americans migrated to this country, while most Afro-Americans were forced to come and be slaves.
4. Slavery gave many countries power, free labor, and money.
5. Despite his broken families, his being considered as property rather than as human, with no recognized nor guaranteed rights, the Afro-American still survived and increased.
6. Oral history was often used instead of written history in Africa, but some early travelers wrote about places they saw, too. Oral history is still a prominent way for African legends, history, and customs to be taught from generation to generation.
7. St. Louis history included the contributions of many Black Americans in all phases of work.

DESIRED OUTCOMES

1. To locate the continent of Africa on a globe and on an outline map.
2. To describe the Triangular African Slave Trade and the reasons for the trade.
3. To tell what slavery did to Africa; to America; to the European traders.
4. To tell the difference between slavery in Africa and slavery in the United States; in Europe; in Asia; in South America.
5. To tell how you think you would feel if you were a slave.
6. To talk about writing history; about oral history.
7. To learn about the diaspora of Africans.
8. To learn about the contributions of Blacks to St. Louis.

Divide the class into groups, and each can explore the background of one ethnic group that makes up America and share the information with the whole class.

A partial outline for the group studying Afro-Americans is as follows:

A. African-Americans came to America mainly from West Africa.

B. West Africa had well-run kingdoms as early as 300 A.D.

   1. Ghana (300 A.D. - 1200 A.D.)
      Importance of kings, political structure, life styles, military might, economic power, trade and barter, culture, religion, major cities

   2. Mali (1200 A.D. - 1450 A.D.)
      Great rulers - Sundiata, Mansa Musa.
      Economic power, military might, religion, life style

   3. Songhay (1468 A.D. - 1591 A.D.)
      Kingdom as early as 1009 A.D.
      Rulers: Sonni Ali and Askia Mohammed; expansion of land, caste system, military might, economic systems, and religion

C. What do you think happened to the African countries from which the slaves were taken?

You can use a similar format for studying other ethnic beginnings. For example:

I. For each ethnic group: European Americans, American Indians, Spanish-speaking Americans, and Oriental Americans, you would want to know the following:

   History, government, customs, structure of society, religion, languages, types of work, economy, effects of colonialism or invasion and reasons for emigration to the United States.

II. The individual study groups can investigate the contributions of each ethnic group to the American culture.

III. To extend the learning further, discuss the following:

   A. How was the group treated upon its arrival in America?

   B. How did the group respond to what they found in America?

   C. What are the cultural survivals?

   D. What survivals have been destroyed, minimized or prohibited?

IV. Comment on the following statement:

The term *melting pot* has often been used to describe America at the height of emigration from Europe about 1907, even though it is now frequently challenged. The term was used in a play entitled *The Melting Pot* (1908) by Israel Zangwill in which he said, "America is God's crucible, the great melting pot where all the races of Europe are melting and re-forming."

A. Is the United States a melting pot?

B. Who has been left out of the "melting pot" in the quotation above?

C. Why do you suppose any groups of people or peoples would be omitted?

D. Does America now stand for people being different or is it better if everyone is alike? Give examples for the stand you take by using personal experiences, newspaper clippings, and television special reports.

To Be Read To The Class

WHAT ARE THE ROOTS?

What are the roots of the White Americans, American Indians, Mexican Americans, Latin Americans, Oriental Americans, Black Americans? Who are the ancestors of each of these groups? From where on the globe did each group come?

The Afro-American, Black or Negro--however you may know the name-- has deep ties with the continent of Africa. Even though he is a native-born American, his roots are in Africa.

The Afro-American is descended largely from those who were brought to this country to work as slaves. He was cut off from the rich civilization and close family life tradition in Africa. He was unable to practice his religion. He was forced to live under conditions that included no right to be alone, no right to come and go when he chose, no right to choose his work and hours of work, no right to select a wife or a husband, no right to live as a family, no right to get together with friends, no right to learn to read and write, no right to protect members of the family, no right to be defended in the courts, nor no right to decent clothes, food, or housing.

And yet, the Black man in America today, twenty-three million strong, has managed to survive all of this. The Afro-American has survived because of a strong belief in life, a religious faith, a sense of humor and compassion for others, and a real passion for freedom.

More and more, people of African descent, on whatever continent they may live, are retying the connections with their African roots. The Pan-African Movement is bringing them back together through conferences of artists, writers, and church people, through travel on the continents, and through exchanges of students and professors. They are finding, despite the attempts to cut off such connections, there remain customs, traditions, languages, rhythms, and religious ties that are real and strong. As the circle widens the cry "Harambee" (getting together) is made not just by Afro-Americans but made and echoed by those of African descent all over the world.

To The Teacher

Let's learn a new word today--diaspora (di as′po ra) --it means to scatter around, to be moved around to different places.

Long before Columbus discovered America, many Africans had been scattered over the earth--usually by force but sometimes by choice.

Show the outline map of Africa.

Ask pupils if they know the name of the continent shown and anything about it.

List their statements on the board.

Review the statements with the pupils to clear up any misconceptions about Africa.

Keep a list of the statements to use as a review at the end of the unit.

Place a map of the world next to the map of Africa.

To Be Read To The Class

The African diaspora describes the moving of more than nine and one-half million persons from Africa to different countries of the world. These dark-skinned people were forced and driven from their homes into slavery as cheap labor. From 1511 when the first Africans were taken to the West Indies to 1888 when slavery was totally abolished in Brazil, the slave trade peppered the islands of the Caribbean Sea and North, South, and Central America with peoples of African origin.

Let's spot on the map some of the places where Africans were moved. During the Roman and Greek Empires (330 B.C. - 323 B.C.) African slaves were brought to these countries. (Place a marker of some bright color there.) In the seventh century, the Arabs swept into North Africa causing great changes among the people of the Sudan and the Sahara. Between the 7th century and the 12th century these desert tribesmen with a different religion called Islam stretched eastward to India and westward to the Atlantic coast of North Africa. Converts of this religion invaded Christian Europe, most of Portugal and Spain, and southwestern France. (Place a marker on these places.)

How do you think the Africans felt about being taken to another country where they found strange customs, strange food, and different language?

SLAVERY

You probably have many ideas about what being a slave or slavery is all about. Perhaps you could write some of your ideas down, or tell your teacher about them, or draw some pictures of what you think slavery would be like.

One thing is certain, slavery is not new. There have been slaves since very ancient times. When you go to the museum look for this in pictures. After wars, the losers became prisoners, and as prisoners they became slaves. Wars were fought by many different countries and many different races. Slavery was found among Black men in Africa as well as among White men in Rome and Greece, and also in China before Christ.

In the Moslem cities of North Africa and Southwest Asia, there was a great demand for household slaves. In some parts of West Africa, slaves were often sold to traders from the North who transported them across the Sahara Desert. The number of slaves sold in the trans-Saharan slave trade was not nearly equal to the number sold later on in the trans-atlantic slave trade.

What you must also understand is that the Moslem slavery was not based on color. If you will look at your African map, you can understand that the slaves taken across the desert into South Africa were all Blacks but in North Africa the Moslems also had European slaves who were Whites.

Yes, slavery was practiced in many parts of Africa. In West Africa, most communities had domestic slavery. These slaves were captured in conquests, were bought, or were born into the household. If they were born into the household, they were like members of the family and could not be sold. Sometimes a person was made a slave for all of his life. A slave could have very important jobs in the household. He had a chance to become educated and might even be an advisor to a chief. Slaves were even allowed to marry, sometimes into the household that they served. A few slaves even became heads of villages or even kings.

TO DISCUSS AND DISCOVER:

1. What are some of the ways slavery in Africa was different from slavery in other countries? Why do you think this was so?
2. Is slavery an evil act? If so, why? If not, why?
3. Why were people made slaves? List some of the reasons people were made slaves in Africa. List some of the ways people were made slaves in other countries.

TRIANGULAR AFRICAN SLAVE TRADE

The greatest diaspora the world has known was the slave trade to the West Indies and the United States in the 1600's, 1700's and 1800's. The true figures will never be known, but is is esitmated that nine and a half million persons were forced from their homes in Africa to provide labor for the new world. Direct descendents of these first captives may well have numbered forty-one million.

On the world map, trace the European merchants' routes from England, Spain, and Portugal to West Africa. Now trace a route between West Africa and Portugal to North Africa. Now trace a route between West Africa and the islands in the Caribbean. Now trace the route from the West Indies, South America and the American colonies back to Europe. If you traced correctly, you will find you have made the three sides of a triangle.

The first side of the triangle found European

(British, French, Dutch, Scandinavian) merchants shipping to West Africa such goods as cottons, whisky, jewelry, and guns. They sold these products to some African chiefs and kings to sell in exchange for slaves. Europeans helped to promote warfare between unfriendly African groups that might live close to each other. Although it is easy to understand why some chiefs became overwhelmed by the power the weapons and spirits brought them, it seems strange that more did not resist the trading in of their people. But as we look at history, people have enslaved their own through all times. Romans enslaved Romans, Greeks enslaved Greeks, Spaniards enslaved Spaniards, Britains enslaved Britains, Chinese enslaved Chinese, and Africans enslaved other Africans. The African chiefs might have been indifferent to some of their neighbors, but had they known the fate that would befall their countrymen once they were across the ocean, history might have been different.

The second side of the triangular trade was the horrible middle passage where slaves were placed in chains and squeezed into boats to make the long journey across the Atlantic Ocean. Can you imagine being in a ship in a space that would not permit you to sit or stand comfortably for the many weeks it took you to cross the ocean? It is a wonder that any of the slaves survived the sickness, hunger, and filth that resulted from being so close together. When they reached the shores of the West Indies or United States Colonies, they were sold to people anxious for their labor to help build the new lands. In exchange, the sellers received sugar, tobacco, and rum.

The third side of the triangle took these goods from the new world back to Europe where they were sold for very high prices.

DISCUSSION QUESTIONS

1. How do you think you would feel if you were forced to leave home to work in a strange new country?

2. What would be some of the dangers to a captive trying to escape?

3. Why were slaves called "black gold?"

4. How did Africans usually become slaves?

5. Why would African chiefs and kings sell their own people?

6. What do you think happened in the West African countries from which so many captives came?

7. If you were a slave trader, what would you look for in a slave you wanted to purchase or sell?

Research and Role-play

Look for descriptions of slave auctions and then role play this act that took place in St. Louis (at the Old Court House) and many parts of this country.

To Be Read And Discussed With The Class

WRITING HISTORY

When two cars have an accident, a policeman is called to find out what happened. His duty, after being sure that any injured are cared for, is to talk to the drivers and anyone who may have seen the accident. Often different persons who saw the same accident disagree about how the accident happened. Proof of what happened is sometimes very hard to get. Even after looking at the positions of the cars, the tire marks, and the damage to the cars, the policeman's report may not be accurate and complete. The policeman has had to interpret what happened from the evidence.

History, too, is interpretation. It is not all truth or all fact. An historian, a person who writes history, interprets evidence and examines other materials to retell the past. Sometimes the historian, like the policeman, may let his own personal feelings influence the facts about which he is writing.

Historians must use many sources and get many different kinds of information to write a paper or a book. You must do the same thing when you are writing a research paper. A good historian or a good writer does not stop with just reading one book or studying one chart. It is necessary to read several sources and look at several sides of the story before you draw your own conclusions.

Historians use records from the past in order to write about things that have happened. The records are called primary source materials. Primary source materials include many things such as court records, treaties, statutes, diaries, letters, newspapers, maps, and census data. When historians use primary source materials to write a book or story, that book becomes secondary source material.

For example:

> The materials such as maps, charts, and notes used by Columbus and his crew to come to America are primary source materials for a historian writing a book about his voyage. The book or story written is secondary source material.

TO DISCOVER:

What type of source books do you have in your room? Add them to those listed below. Put a check in the column that tells whether they are primary or secondary source materials.

	PRIMARY	SECONDARY
history book		
encyclopedia		
newspapers		
magazines		
pictures		
people		
diary		

From what you have learned about how history is written, what is the risk in using secondary source materials?

SUGGESTED ACTIVITIES

1. Use an open-ended story and let the class divide into working groups and decide how the story might end.

2. Pupils may like to develop situations which can be role-played for the class and then see how they would reach a decision on a problem to be solved.

3. Assign a television program which is a mystery or detective story. Ask pupils to decide other ways the case might have been solved or other ways the story could have been written.

4. Play an old-fashioned game of "Gossip" and allow pupils the fun of finding out how easily news is distorted.

5. Let each pupil write a description of what he saw in activity 2.

ORAL HISTORY

We have been talking about written history, but people from the beginning of time have used other forms of telling their history. Can you think of three ways historical data might be kept without writing?

Did you say pictures or drawings? tools and weapons? sculpture and metals? stories, songs, or legends by word of mouth?

In all of these ways ancient men used to keep a record of what had happened before and what was happening then. Much of the information about the early history of people from every part of the world comes to us through legends which have been handed down from generation to generation by poets, musicians, and troubadors. This is called oral history.

There are other ways of learning about people's history. You can look at the architecture--ruins of homes, tombs, altars, and temples. You can find out about the customs and superstitions of people. You can look at the jewelry and religious relics.

Much of the history of West Africa, the place from which the ancestors of most Afro-Americans came, was oral history. Some men had a job-to remember what had happened in the past. Sometimes they made up songs to help them remember events that had happened. These oral historians were called griots (greeˊo). The griots were often assigned to important families, especially to kings. This made the griots very important people. They have often served as go-betweens between the rulers and the people. They have even had to remind rulers of the traditions they must uphold.

Written records of history are really recent in terms of man's development. Man has been around at least a million years, but written records date back only about 6,000 years.

It is not unusual, in whatever country you may study, to find that often the elders of the country have been responsible for keeping track of the history and customs of a country. Whether this job is done by a griot or an elder, it is taken very seriously. Each country takes a great deal of pride in its history.

SUGGESTED ACTIVITIES

1. Read selections by griots or stories and legends from various countries.
2. Make up a song or legend about some history of your family.
3. Look for records of calypso songs from the West Indies. See if you can find some aspects of history in these songs.
4. Search through your music books for ballads and songs that tell a story.
5. Find poems that tell a family story.
   Ex.: Gwendolyn Brooks' *Andre*.

LOOKING AROUND THE WORLD

We now receive news by satellite--the Olympics, space flights, events in far-off places like China, which is approximately 7,000 miles away from St. Louis. Even though satellites are only a few years old, this does not mean that only now something that happened in "the olden times" in one country could have an effect here. This means that people and events could affect each other across oceans--even before news coverage at the speed of satellites.

Take for instance where we sit right now in St. Louis. If you look at it historically, if L'Ouverture and the slaves had not defeated Napoleon's troops in Haiti, we might have never had a Louisiana Purchase. How is this true? Napoleon was fighting, at the time, on many fronts. He was planning to divide up Europe and start a colonial empire in America. The Haitians, who had been under Spanish, British, and French control for a hundred years, rose up under the leadership of Toussaint L'Ouverture and Jean Jacques Dessalines, who finally drove the French out and gained their independence in 1803. How did this affect our country? If Blacks in Haiti had not defeated the French, we might not be sitting in Missouri today. If the French had not been defeated in Haiti, and if Napoleon had not needed lots of money to keep up his wars, he would not have been so eager to sell the large Louisiana Territory to this country.

If you look at the world map, you will see Haiti would be just a stepping stone to the United States.

What other facts can you find that show how Blacks have affected the turn of world history?

THEY ALL LEFT FOOTPRINTS ON OUR CITY

Do you ever go down to the levee and just look at the Mississippi River? Did you ever just stop to think about all the things that happened there? Close your eyes and picture some of these things in your mind.

Picture the original people who lived in this land--the Indians who were here when the French came--the Fox, Sac, Osage, Delaware, Shawnee, and Missouri Indians covered the state with their hunting, farming, and fishing. Can't you see them making pottery, bows and arrows, clothing from animal skins, and weaving cloth? Their homes--tepees and huge frame lodges covered with skin or mats, built around an open area --were used for meetings and dances.

Picture now the French who came to Mid-America to get more land for their king. The French usually traveled in small groups. They were not afraid of the Indians, nor did they try to act superior to the Indians. The French settlers lived with the Indians, traded with them, and some married the Indian maidens. These Frenchmen, some priests and French Canadian traders and trappers, survived the hardships of the wilderness, cold weather, little shelter, little food, wild animals, disease, and sometimes, attacks by Indians. These men who were traders and trappers were known by the French words *coureurs de bois* and the boatmen who took people and goods deeper and deeper into the continent were called *voyageurs*. They stayed and settled the vast mid-section of this country.

Then, too, the Black men came to this territory. The first Blacks in Missouri came with a French mining man Phillipe Renault, who set up the first lead mines in the state. The mines were on the Meramec River, near what is now Iron, Missouri. The slaves were from the West Indies.

An early recorded incident involving Blacks in St. Louis actually concerned two runaway Indian slaves.

As far back as 1785, Madame Chouteau's Black overseer, Baptiste, was the reason for a court case. The case came about because Baptiste had caught up with the runaways but was advised to hold them until the militia arrived. Although the militia was advised not to shoot, except in self defense, they shot anyway, and Baptiste was killed in the shoot-out. Mrs. Chouteau sued for payment for the loss of her valuable servant.

The famous Lewis and Clark Expedition to explore the land of the Louisiana Purchase began near St. Louis. They used the time in their winter camp to make equipment, get medical supplies, and train themselves to shoot well and set up a good camp.

One of the most popular members of the party was York, Clark's man servant and slave. York was built like a football player--six feet tall and two hundred pounds in weight; a fisherman, hunter, and swimmer. One of his most valuable services was one that many Blacks of that time performed--acting as a go-between Indian and White relations. This was possible because the Indians accepted the Blacks and thought of them as allies. In many cases they made the Blacks official members of the tribe. York, along with Sacajawea, the Indian guide, acted as an interpreter for the party. The members of Indian tribes were likely to come from miles around to see the Black giant who could leap and jump to great heights, too. He was such a big help on the trip that Clark gave him his freedom after the two and a half year journey.

You must remember that St. Louis became a big fur trading center because of the rivers nearby. That was one of the main reasons Laclede chose this particular spot to begin St. Louis. He said, " I have found a situation where I am going to form a settlement which might become hereafter one of the finest cities in America."

JAMES P. BECKWOURTH

Because of the fur trade, a new breed of men developed called "Mountain Men." Those bold men were ready for adventure and the unknown. They came from every race and culture looking for the animals with their rich pelts that could be sold for big money on the market. Not only did they have the chance to travel but to explore the lands to the West. These men hunted for raccoon, beaver, mink, otter, civet, badger, and fox. Some, though, hood-winked the Indians with beads and trinkets and got their pelts the easy way. Some men worked alone, but others formed fur trading companies. One man we want you to meet is James Beckwourth, who was a mountain man, Crow Indian chief, fur trader, and discoverer of a pass through the Sierra Nevada Mountains to California and the Pacific Ocean.

Jim Beckwourth was born in Virginia where his father was a planter and a major in the Revolutionary Army. His mother was a slave. His father bought land near St. Louis, and Jim had to come with him. He started to learn to be a blacksmith. But Jim was a wanderer all his life, so as soon as he could, he ran away and signed up with General William Ashley's Fur Company for an expedition to the West. In this group were mountain men such as the Sublette Brothers, Jim Bridges, Hugh Glass, and Ed "Cut-Nose" Rose. Beckwourth was at times an Indian fighter, but more often an Indian friend. He left the group and explored the Rocky Mountain area near the site of modern Denver.

One of the famous stories about Beckwourth was that he was actually a Crow Indian who had been captured as a boy and raised by Whites. A friend is said to have made up the tale, but it got around to the Crow Indians. On a visit to one of their villages, the women looked him over, expecially because of the way he carried himself like an Indian. One old woman finally ran and hugged him and announced he was her long lost son. The Crows accepted him into the tribe. Beckwourth was too clever not to realize this was one way to get some good pelts, so he stayed. Not only did he stay, but he took on the Indian way of life--hunting with them, fighting in their battles against enemy tribes, marrying their beautiful daughters, and being a brave Crow at all times. He was so respected that he later was made a chief.

Many things happened to James Beckwourth after he left the Crows. He was a rancher, a guide for the army against the Cheyenne Indians, a trapper, and finally a peacemaker with the U.S. Cavalry. His peacemaker job took him back to the Crow Indians in Colorado. He was invited to a feast while there and asked to return and live with them. Legend says that Jim did not plan to stay, and because the Crows knew this, he was poisoned during the feast. So Jim Beckwourth never left the Crow Village, and their strong chief remained with them in their burial grounds.

ESTHER MORGAN

We've talked a lot about people in what children call the "olden days." One thing you may be wondering by now is, "Were all Black people slaves back in those early days of Missouri?" No, there were free Blacks fro the earliest days. We can find out about them through records from the Old Cathedral and files in the City Hall which go back to the beginning of our city. We would like to tell you about Esther Morgan, a free mulatto woman who owned property on Third Street. Street names change, you know, and what was once Oak, Prune, Church, and Third Streets is now Delmar, Lucas, Second and Third Street Highway. Those boundaries were the extent of Esther's property, which was quite a large parcel of land, 240 feet by 300 feet. Esther was a woman who was known to put the land to good use by building a barn, growing a garden, pasturing her cows, making hay, and gathering forage.

How did Esther get this land? Long ago when St. Louis was under the Spanish flag, people could get land by sending a petition to the King of Spain. Esther was so well-liked and such a fine citizen that Governor Trudeau confirmed her Spanish land grant, along with those of other prominent people.

Would you like to see one of Esther's plots of land? The next time you go to the Gateway Arch, ask your parents or teachers to make a quick stop at Second and Delmar where there is a marker on the building at the corner of Second and Delmar. It reads: "Site of Spanish land grant to Esther, a free mulatto, in 1793."

SUGGESTED ACTIVITIES

1. Look at the map showing Esther's property and see how the street names have changed. Measure off her plot on your school playground.
2. Take a field trip to the site of Esther's land grant. Read the historical marker.
3. Take field trips to the Missouri Historical Society or the Mercantile Library to view buildings of early St. Louis and clothing of residents.

JOHN BERRY MEACHUM

Do you think it would be fun to go to school in the middle of the Mississippi River? A long time ago when some people in St. Louis made a law saying Black people were not to learn how to read or write, a very smart man decided that he would find a way to teach children anyway.

This man, John Berry Meachum, was at one time a slave himself, but he bought his own freedom with the money he earned as a carpenter and barrel maker. When he was freed, he left Virginia and went to Kentucky where he married a slave woman. Unhappily, Meachum came to St. Louis without his wife and children because their master had taken them to another part of Missouri.

John Berry Meachum worked hard in St. Louis in his cooperage plant. He was anxious to make enough money to free his wife and children. It didn't take him long;

soon they were all together again.

The Rev. John Peck, a White Baptist missionary, arrived in St. Louis about the same time. He had heard about Meachum's unusual plan for freeing slaves. Meachum's plan was to have slaves work in his cooperage plant until they had learned the work well and saved their money; then he set them free.

Rev. Peck started a Sunday School which was different from modern ones. Students also learned reading and writing, but mostly religion, sewing, and the use of tools. Why was this school important to Blacks of that time? Meachum was busy, too, enlarging his cooperage plant, starting a construction firm, and building a steamboat. He was also working with Rev. Peck, who had trained him and ordained him to be a Baptist minister.

When the Missouri Legislature passed a law prohibiting any Black person from learning to read and write, slaves couldn't even meet together in a group. The two ministers, Peck and Meachum, didn't stop their teaching. They disobeyed the new unjust laws. We now call this civil disobedience. While they were teaching the *Bible*, they were teaching reading, writing, and arithmetic. Word got out about it, and one day a constab broke into the meeting, ordered them to stop immediately or pay a fine every time they were caught meeting. Rev. Peck was almost arrested, and he closed the school in his church basement.

Meachum didn't give up; he set up another school for the children during the day in the basement of his church. This time an Englishman was the teacher. The law enforcers heard about it again. This time they closed the school and arrested the teacher. Meachum was still determined that Black children would get a chance to learn. He built another large river boat to serve as a floating school anchored in the Mississippi River where nobody could touch them, because the Federal Government rules the rivers. Boatloads of children were rowed out to the school on the water-- John Berry Meachum's School for Freedom.

RAGS, RIVERBOATS, AND JAZZ

After the Civil War, the Black man had more freedom of movement than he had known before. He still sang the old work songs, but it was more likely that he sang the country blues, seeing how there wasn't too much work, and now he could accompany himself on the guitar or harmonica as he ambled around the countryside.

Because we hear so much about New Orleans, you might think that jazz and blues were just a New Orleans invention. But the rise of the blues was happening all over the South. Now New Orleans did have something that was different. Since early slavery days there was a meeting place called Congo Square where blacks could come to sing and dance. New Orleans was a part of the French culture: French language, French food, French music, French dances, such as the quadrille and minuet. Blacks were interested in the musical instruments the French brought with them from France. These instruments included the tuba, clarinet, trombone, and trumpets that were used in the French military bands.

The Blacks soon developed their own bands. One kind was the Creole Downtown Band of trained musicians, who played downtown for the Whites, and the play-it-by-ear uptown bands composed of the darker-skinned Blacks, who played for the many occasions when Black folks needed music: funeral processions, picnics, dances, and boating trips. The styles were different--the Creole music was based on the French style, and the uptown bands were based on the blues. Strangely enough, it wasn't until Jim Crow was the rule and the downtown Creoles were out of work that they came uptown to learn how to play by ear and with the feeling for the music that the uptowners had been using all along.

The piano was an expensive instrument for Blacks to purchase, even after the Civil War. Many turned to the keyboard instrument of the time--the organ or harmonium, which could be bought more cheaply.

It's not surprising that ragtime music was one of the many distinctive styles developed by Blacks for their own entertainment. The early ragtime players were usually found in cafes and taverns in the Mississippi River country. On the Eastern seaboard, where those who worked on the boats or levees would come looking for a cheap meal, a drink, and some music--a rag music player could be found.

It took a long time for rag music to become a part of the whole American scene. When it did happen, it was because of a White bandleader who had come in contact with ragtime on his tours through the South, and he had some of the music published. A few of the Black pianist-composers found publishers and had their tunes in print before a lot of music that wasn't really very good flooded the market.

SCOTT JOPLIN

And where do you think some of the best ragtime piano composers came from? You guessed it if you said St. Louis. Now, Scott Joplin, who is often called "The King of Ragtime," was born in Texas but made his way to St. Louis from Sedalia, Missouri when he was a young man. St. Louis, certainly in that day, didn't look like it does now. It was more like the frontier towns you see in western movies. Chestnut and Market Streets were lined with saloons and clubs. One of the real lovers of ragtime music was John Turpin, who owned the Silver Dollar Saloon. The father and then later his sons were always willing to provide hospitality for local and visiting pianists and to sponsor ragtime contests. Scott Joplin played piano at the Silver Dollar. He was more than just a ragtime pianist. He had studied piano and taken theory lessons. He knew the music of the European composers, but he moved around Missouri, too, and listened to and learned the folklore and music of the people. Ragtime was the hottest music going, and Joplin found someone to publish his rags. His *Original Rags* came out in 1899, and that same year, John Stillwell Stark heard Joplin play his "The Maple Leaf Rag." Stark and Joplin became partners. "The Maple Leaf Rag" was their first hit, and even now it is most likely to be heard as the best example of ragtime music. The Joplin-Stark partnership made Joplin's name as well-known as an astronaut's today. Joplin composed more rags, operas, and other music. Other men around St. Louis became famous for their rags such as Thomas Million Turpin, James Sylvester Scott, Scott Hayden and Joe Jordan. The Turpins sponsored a ragtime music contest during the 1904 St. Louis World's Fair.

Meanwhile, New York was seeing the first of the Blacks on Broadway with musicals written by such greats as Bert Williams, George Walker, Will Marion Cook, Robert Cole, J. Rosamond, and Weldon Johnson, successes like *In Dahomey*, *Clorindy*, *Origin of the Cakewalk*, and *Under the Bamboo Tree*. The bandleaders who were best known as Eastern rag players were Noble Sissle, Eubie Blake, and Jim Europe, whose famous band toured for the troops in World War I.

The New Orleans rag favorites included Tony Jackson, "World's Greatest SIngle-Handed Entertainer," and Ferdinand "Jelly Roll" Morton.

Another familiar sight on the Mississippi River excursion boats was Louis Armstrong, known by that time as the greatest coronet player in New Orleans. Armstrong, from the time his lips first touched the coronet at the Colored Waifs' Home for Boys, strove for a beautiful, perfect tone. Fate Marable's Jaz-E-Saz Band was the "hottest" on the excursion circuit, and when Louis was asked to join, he jumped at the chance because Marable insisted his men read music perfectly. With smokestacks billowing, the excursion boats made leisurely trips between New Orleans and St. Louis on the river. They made stops at small towns as they puffed along the river, spreading the gospel of that new sound "jazz." How jazz got its name has as many explanations as why it rained yesterday. Sometime about the 1920's the word became familiar as the term *rock and roll* is now. The thing about jazz is not its name, but what it says. Coming straight from the blues, jazz is based on the voice. It's not so much music that you read as music that you hear. The instruments have to have freedom to improvise, starting from a basic melody and taking off, imitating the scooping, sliding, and whining of the voice. Then, there is the call and response between two instruments or soloists and the whole group. Underneath it all was that syncopated rhythm of ragtime made by the piano in the jazz ensemble.

You know what song made the name St. Louis famous? It wasn't a ragtime tune, but a blues tune written on the Mississippi River levee by a man named William C. Handy. His first famous blues song began in Memphis as a political campaign song, which was liked so much that the whole town started jumping to the tune. Two years later came Handy's "St. Louis Blues", the world's most famous blues song. There is almost no place in the whole wide world you can go where people haven't heard that "St. Louis Blues." It put St. Louis and the blues on the whole planet of Earth.

SUGGESTED ACTIVITIES

1. Bring in pictures of some of the artists mentioned.
2. Ask older relatives if they have copies of records of long ago that would illustrate some of the blues or rags mentioned in the article.
3. See how many instrumental and vocal arrangements you can find of the "St. Louis Blues."
4. Bring in records from home or friends or borrow from the Public Library Record Collection of Miles Davis, Charlie Parker, John Coltrane, Thelonious Monk, and Louis Armstrong. Identify the instruments being played. See if you can tell what voice the instruments are imitating. Are they male or female voices?
5. Draw pictures or make large cut-outs of the instruments used in jazz groups.

ST. LOUIS LINKS WITH LIBERIA, WEST AFRICA

Liberia, the first African republic, was founded in 1822 as a haven for free Blacks born in America and for slaves who wanted to get their freedom by leaving America and going to live in Africa. Now what, you may be thinking, does Liberia have to do with St. Louis? Well, there is a tie, a connection.

JAMES MILTON TURNER

James Milton Turner, a founder of Lincoln University, Minister to Liberia, and lawyer for the Cherokee, Choctow, and Chickasaw Nations, was born into slavery at a time when it was unlawful for Negroes to learn to read or write. His freedom was bought by his father at age four. His first school lessons were at Rev. John Berry Meachum's school at First Baptist Church until the police closed it down. Then, Turner went to school in Lovejoy, Illinois, and finally to Oberlin College. After serving in the Civil War, he helped to raise the $5,000 from the 62nd Colored Infantry of Missouri and the 65th Colored Infantry of Louisiana to open the Lincoln Institute (now Lincoln University) at Jefferson City. The next phase of his life was as Missouri assistant state superintendent of Negro schools, which included working for free schools and securing teachers. Active in politics and quite an orator, Turner was in control of the Negro delegates at the Missouri State Republican Convention in 1870. It was U. S. Congressman Erastus Wells who recommended to President Grant that James Milton Turner be named U. S. minister to Liberia. President Grant did appoint him March 1, 1871.

That might be the end of our story, but oddly enough, he was not the only St. Louisan who made a link with Liberia.

LESTER A. WALTON

Lester A. Walton, journalist and graduate of Sumner High School, represented the United States as minister to Liberia from 1935-1945. Liberian President William

V.S. Tubman, who was inaugurated while Walton was the U.S. minister, served as chief executive for twenty-seven years until his death in 1971.

WILLIAM V.S. TUBMAN

Liberia had many problems involving poor homes, dirt roads, villages, and chief arguments when President Tubman came into office. But he promised the Liberian people prosperity, international prestige, and national unity. During his terms, he encouraged equal rights for women, freedom of worship for the entire nation, and developed the export of Liberia's rubber and iron resources. Schools were built as well as hospitals, seaports, railroads, hydroelectric dam projects, telephone service, TV and radio stations, paved roads, government buildings, and a business center in downtown Monrovia.

ELLEN A. SANDIMANIE

The Mayor of Monrovia, for the first time, is a woman, Mrs. Ellen A. Sandimanie. Mrs. Sandimanie is mayor, a church pastor, and a mother. She is a widow with two children, but she has adopted eight more children into her home. You can imagine that she is often called on in her office at City Hall to take care of personal problems of the people. Of course, she must meet with the Administrative Board, make speeches, and attend important social affairs.

Monrovia is a bustling city with 120,000 population, including sixteen major chiefdoms. There are many tall and modern buildings. It was here that the former Vice-President, William Tolbert, was inaugurated as the new president in 1972.

SUGGESTED ACTIVITIES AND DISCUSSION QUESTIONS

1. Who was Elijah P. Lovejoy?

2. Why were so many Blacks educated at Oberlin College, especially before the Civil War? What were the names of other colleges with similar records before the war?

3. Find out more about Lester A. Walton. He was a reporter on the *St. Louis Globe Democrat* and the *St. Louis Star-Times* and a managing editor of the *New York Age*. You might read some of his articles on microfilm at the St. Louis Public Library.

4. Contact the Liberian Consulate in St. Louis. Try to get a speaker to come and talk to your class about Liberia.

5. Make a map of Liberia. Show the products and plants and trees that can be found in various parts of the country. Locate the capitol, ports.

6. Find library books and movies about Liberia at the public library.

7. Look for Liberian folktales and stories.

8. Prepare a Liberian meal.

9. Make a Liberian flag for the cover of a scrapbook or report on your findings.

LAWYERS

Did you think Blacks started demanding their rights to be full citizens of this country in the 1960's? If that's what you think, let it be known that you can go back to Africa and read about those men and women who fought and died rather than get on those overcrowded, filthy, disease-filled slave ships. And in this country, there are many books written about anti-slave movements, slave resisters, fighters for freedom in the pre-Civil War days, the brave Black soldiers who fought for the Union, and the many men and women who gave their very lives to make America America for all in the 1920's, 30's, 40's, 50's, 60's, and 70's.

HOMER G. PHILLIPS

All of you have heard of or been to Homer G. Phillips Hospital. Many of you were born there, but I'll bet you don't know much about the man for whom it was named--Homer G. Phillips. Homer G. Phillips was a lawyer. He was born in central Missouri in the town of Sedalia. After he finished Howard University School of Law, he opened his law office in St. Louis and became well-known. Among his interests as a civic leader was the mammoth 87-million dollar bond issue. A million dollars of the money was to be used to build a hospital for the "colored indigent sick" of the City of St. Louis. Black people at that time had to go to the old City Hospital No. 2 that was located at Garrison and Lawton. It was a dark building that was hard to keep clean and safe from fire hazards. Atty. Phillips was the one who headed a committee to make sure that the bond issue passed and that an adequate hospital would be built that would give Black patients excellent facilities for medical care. It would also give the Black doctors and other professionals the opportunity to get good training and experience in every area of medicine.

The bond issue was passed and the hospital was built. It was dedicated on February 22, 1937, by the U. S. Secretary of the Interior, Harold Ickes. One person who wasn't at the hospital dedication was the man for whom it was named. Homer G. Phillips had been assassinated before he could see his hard work become a living, breathing institution. To the memory of its brave freedom fighter, a grateful city dedicated this hospital -- Homer G. Phillips Hospital.

Over the years, the Homer G. Phillips Hospital has produced more trained Black medical and paramedical personnel than any other institution in the country. The Homer G. Phillips Hospital is the largest employer of Black people in the City of St. Louis. Its range of job opportunities for Blacks extends to every level from Hospital Administrator, Medical Director, and heads of every department and service through clerical, food service, engineering, and maintenance occupations.

Atty. Phillips had a dream and even though he never saw it, it became a reality.

RAYMOND W. HOWARD

Raymond Howard is one of a "new breed" of lawyers. A graduate of Banneker Elementary and Vashon High Schools in St. Louis, Howard completed the University of Wisconsin and St. Louis University Law School. Although still in his thirties, he knows what segregation is all about. He picketed with U.S. Congressman William Clay to open a Howard Johnson Restaurant that refused to serve Blacks --even though it was located in a Black residential neighborhood. Later, when picketing for jobs began at the Jefferson Bank, Atty. Howard was in that picket line. Because of this kind of civil disobedience, he, Clay, Norman Seay and others who continued to protest and picket were arrested and jailed.

Raymond Howard knows the importance of political power. He decided to run for a State Legislature seat. If he won, it would mean that he would help to make the laws for Missouri and be able to speak out, not only for Black people but also for people who live in large cities. He was successful in his bid for State Legislator, and in 1968 he ran for State Senator, Fifth District, and won. He defeated and replaced one who had the longest record of service as a senator in the history of the State of Missouri.

Senator Howard has said that now is the time for Black people to get and use their political power to the fullest. They must register and vote. They must support their candidates with money and volunteer service. They must help to choose the very best persons to be candidates. They must keep informed on the issues. Politics is important because it controls our lives. It determines what schools shall be built and where; it decides what streets should be paved and when. Politics passes on such things as what federally financed-programs will-come into our city. It even rules on such matters as how many liquor stores and filling stations there will be in a neighborhood or whether a neighborhood can be all residential or part residential and part business.

The "new breed" of lawyers is not just concerned with trying cases before the courts, but in helping people to improve their lives through the law.

BUSINESSES

St. Louis has had a Black business community for over a hundred years. In 1858, a book was written called *The Colored Aristocracy of St. Louis*. Now you and I know there was no aristocracy in terms of kings, queens, or princesses among the free Blacks; in Africa, yes, in America, no. But these people owned their own businesses; some of them were well educated folks, and most had property and a good savings, too. The author of the book says: "It will be seen by the following pages that the colored people of St. Louis command several millions of dollars; and everyone knows that money, in whosoever hands it may be found, has an influence proportioned to its amount." Just to give you an idea of the types of businesses these men had at that time and where their businesses or homes were, we will list a few:

Samuel Mordecai, Business Investments
Albert White, Barber, 15th and Clark
Byertere Hickman, Barber, 4th St. near Planter's House
R.J. Wilkinson, Barber, Olive St. between 4th and 5th
E. Henley, Barber, Vine Street
William Johnson, Sr., Barber and Real Estate
William Johnson, Jr., Owned Coffee House at 7th & Wash.
Antoine Labadie, Shipped Cattle and Butcher, 15th & Clark
Louis Charleville, Cattle Dealer, 15 and 16th
Henry Alexander McGee, Vegetable Dealer, Market & Chestnut
Ludwell Lee, Vegetable Dealer, Main and Commerce
James Nash, Steward, J.D. Perry, Missouri river packet
Frank Robertson, Barber, Barnum's Hotel
London Berry, Steward
Robert Smith, Coffee Houseowner
Marshall Starks, Coffee House at Green and Morgan
Allen Gunnell, Worked on Steamer Hesperian
James Holmes, Steward, Steamer Morton
James W. Thompson, Steward, Moses McClelland

Author Clamorgan explains how Black people in 1858 were able to influence politics without being able to vote.

"The colored men of St. Louis have no votes themselves, but they control a large number of votes at every election. Many of them own houses which are rented to White voters, and others trade exclusively with white dealers. It is an easy matter for them to say to their tenants, 'Mr. Blair and Mr. Brown are our friends--vote this ticket or seek another place of abode.' It is no less easy for them to tell the merchant that, unless he votes for certain men, he will lose a larger customer, and no one acquainted with human nature will deny that such requests are usually complied with."

Today, there is still much room for improvement where Black businesses are concerned in St. Louis. The businesses of one hundred years ago are not the businesses of today although some still exist. There are still barber shops, beauty parlors, neighborhood groceries and delicatessens, eating places, and taverns, but minorities are going into large enterprises, too. For instance, James E. Hurt, Jr. was recently described as an "empire builder" in one of the daily newspapers. He could be called an entrepreneur--a person who assumes the risk of managing a business. That is why he has interests in many different undertakings, including Employee's Loan Company, the *Sentinel* Newspaper, Central City Foods Supermarket, Vanguard Furniture, Vanguard Volkswagen Motors, and numerous housing ventures scattered throughout the city.

Another business that is booming is the architectural firm of Charles Fleming and Carey Jenkins, Inc. An architect is a person who designs buildings--homes, churches, plants, schools, stores, shopping centers, and other places where people live and work. This architectural firm has designed many of the new homes in St. Louis and St. Louis County, the Gateway National Bank, the St. Louis Comprehensive Health Center on Easton, St. Phillips Lutheran Church, and a new group of Town Houses to be erected at 18th and Carr.

A most unusual business is the chemical laboratory operated by Dr. Lincoln Diuguid, a professor at Harris Teachers College. The Du-Good Microanalytical Laboratory was started in 1947 and in addition to lab work, Dr Diuguid has developed a complete line of cosmetics. It is located at 1215 So. Jefferson.

If you would like to save your money, it is often a good idea to deposit it in a savings and loan company. The New Age Federal Savings and Loan Company at 1401 N. Kingshighway has helped many people since 1915 buy a new home by making the loan for them.

ANNIE MALONE

Women have always played an important role as "movers and shakers." Mrs. Annie Malone, who developed the Poro Beauty Culture System and a complete line of beauty products for the care of the hair became a millionaire in the business which started in 1900. She built the Poro College in 1920-which was at the time one of St. Louis' finest schools-a show place. In the Poro auditorium, such celebrities as Marian Anderson and Roland Hayes were heard by the students and Poro agents who were attracted here from all parts of the country. The women who received their training at Poro College became business women, too, in cities where they resided.

Around the Poro College, at Pendleton and St. Ferdinand, and the Sumner High School, a cultural center came into being with the nearby construction of Tandy Park and Recreation Center, the Annie Malone Children's Home, Turner School for Crippled Children, Stowe Teachers College, and Homer G. Phillips Hospital and Nursing Home. Antioch Baptist, St. Phillips Lutheran, St. James A.M.E., and Kennerly Temple churches were constructed in the area to complete this unique neighborhood community. The most popular gathering spot for the young set was a hamburger place called Billy Burks', which is still located on Pendleton.

In another part of town at Jefferson and Market Streets, another center of business developed. Some of the people who owned these businesses came as a result of the 1904 World's Fair. Certainly Mrs. Malone became known at this time, and the Turpins, who owned a saloon on Market Street which specialized in ragtime music, did too. In 1912, the *St. Louis Argus*--the oldest continuous Black business in the state of Missouri--started publishing and built a plant on Market, across the street from the People's Finance Building, which housed a bank and many business and medical and professional offices. Across the street was Jesse Johnson's famous restaurant where celebrities and common folks all went for a good meal.

There are no women in St. Louis now who have a business of the size of Mrs. Malone's, but women are prominent in government and education. In city government, Pearlie Evans is Commissioner of Community Services. Frankie Freeman, a St. Louis attorney, is one of five commissioners for the United States Commission on Civil Rights; Betty Lee is editor of the exciting publication, *Proud* magazine; and Bertha Rhoda, an active club woman and teacher, has helped many students who have been assigned as special education students to become successful high school graduates.

In public office, we find DeVerne Lee Calloway, Democratic Representative to the Missouri State Legislature. She has been a successful and outspoken legislator since 1962.

Check and see if you happen to have a woman alderman. Who are the office holders in your ward? Do you know the ward and precinct in which you and your family live?

DISCUSSION QUESTIONS

1. Why were free Blacks unable to vote in 1858?
2. What other kinds of businesses, other than those, listed do you think people had in those days?
3. What were some of the kinds of business that St. Louisans could not possibly have had a hundred years ago?

SUGGESTED ACTIVITIES

1. Use the map of Esther's property to locate the business people's homes and businesses.

2. Name some minority businesses you know. Check the ones in your neighborhood. Interview the owner about how he or she got started. Bring the information to your class in a report.

3. Take a field trip to see what is now on the sites of the businesses mentioned.

THE FOOTPRINTS MARCH ON AND ON

We have touched on just a few lives of Black people who have left "footprints on St. Louis." St. Louis has had many exciting days, days of recognition and praise, days of heroism and history, but there remains racism and poverty, echoes of our North/South heritage.

Today St. Louis is at a crossroads; it can go either way. It can be the Gateway to the West or it can go down in history as a "has been" city. There are problems here, just as there are problems in large cities around the world.

St. Louis has lost the railroads that used to bring thousands of people in, and money, too, but it is building up the riverfront and the levee near the Gateway Arch with excursion and pleasure boats. Businesses that have long been in the city have moved away or gone to the county. Some of the city's largest problems are dealing with poor housing, welfare, unemployment, discrimination, poor health care, legal problems, and the aged-- all under the umbrella of local and federal government.

There are still great universities and colleges here--Washington University, St. Louis University, Fontbonne and Webster Colleges, the University of Missouri, and the St. Louis Junior Colleges, but far too many students drop out of school before completing high school and go into the world of work with trouble in reading, spelling, and simple arithmetic.

In an age of desegregation our city is divided into Blacks on the Northside and Whites on the Southside with just a narrow strip of inter-racial living in between. This divides us not only in housing and schools but as people who often do not understand each other.

Is there any good news? Is there any hope for our city? Yes, because there are people who are determined to remain in the city and build it up again into a good city. The goal of founder Laclede over 200 years ago still has a chance to again become true: "I have found a situation where I am going to form a settlement which might become hereafter one of the finest cities in America."

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FIFTH GRADE

To the teacher:

This BLACK STUDIES CURRICULUM GUIDE for Grade 5 is to be used to supplement the social studies curriculum.

In studying the various sections of the United States in social studies, you are encouraged to include some of the Blacks listed in this curriculum guide for grade 5. For convenience, the United States have been grouped into various sections.

An effort has been made to include Blacks who were born, lived, or became famous in each of the geographic locations. Represented are Blacks from various periods in history dating back to Columbus in 1492. Included are the exploration period, the Revolutionary War, the War of 1812, the Civil War, the Reconstruction Period, the blazing of the trails to the West, the gold rush to California, the World Wars, and the current era. The stories of explorers merchants, inventors, musicians, artists, military men, abolitionists, doctors, statesmen, cowboys, and civil rights activists are told.

The map of the section may be duplicated and passed to the children who are studying the section. You may have the children color the different states, locate the state from which the person being studied came, etc.

The biographies/stories have been written so they can be read to the pupils. Suggested activities are listed for some sections; questions follow others; on others, the activities are left completely to the discretion of the teacher. However, you are free to use as many as you choose to integrate this material effectively into the social studies.

At the end of this curriculum guide for grade 5 is a list of suggested additional persons associated with each state whom pupils would find interesting. Books for Blacks Studies materials on the pupil's reading level are found in the school library, city library, and various branch libraries (especially MID-CITY Library, located at Delmar and Sarah).

OBJECTIVES

1. Pupils should know that Blacks contributed to the exploration and colonization of the New World.

2. Pupils should be aware that Blacks were present in America since its discovery.

3. Pupils should know Black authors, explorers, poets, inventors and their contributions.

4. Pupils should know, recognize, and appreciate music written by and about Blacks.

5. Pupils should be able to recognize and appreciate the work of Black artists.

6. Pupils should know the inventions of Blacks that have greatly enhanced the life and work of Americans.

7. Pupils should know that Black pioneers, free and slave, were among those who helped settle the WEST.

8. Pupils should be aware that the American Blacks played a vital role in all the wars in which Americans were involved including the Revolutionary, Mexican, Civil, Spanish-American Wars, etc. In the Black Studies Curriculum for Grade 5, the emphasis is placed on the Civil War.

EXPLORATION OR DISCOVERY PERIOD

It is too often believed that the New World was discovered and built by White men alone. The fact is that Blacks were present along with the first explorers who arrived on the American continent. Historians agree that Blacks have been present in the New World since its discovery. Alonzo De Pietro Nino was a pilot on the *Nina,* one of Columbus' ships. Have you ever heard of Nuflo de Olano? Thirty Blacks, including Olano, were with Balboa in 1513 when he discovered the Pacific Ocean. Also, Olano assisted Balboa in building the first ships ever to be made on the Pacific coast. Cortez had Blacks with him when he went into Mexico. It was a Black who planted and harvested the first wheat crop in the New World. Blacks were with the French missionaries who explored Canada. Blacks accompanied Narvaez on his expedition. Blacks were with Cabeza de Vaca in the exploration of the southwestern part of the United States. We shall learn about the famous Estevanico in our next lesson.

ESTEVANICO

One of the best-known early explorers of our country was Estevanico, a Black. He was from Azemmour, a city on the coast of Morocco in Africa.

Estevanico was a slave of the Spanish. He was taken to Spain, where he lived for a brief time. He was one of the four who survived the expeditions of Narvaes, who sailed to explore the interior of the New World for Spain. During the trek, Estevanico had been captured by the Karankawans Indians.

Estevanico escaped, leaving behind his three Spanish companions, and journeyed to Mexico City, where he remained for three years. He heard about the expeditions planned by Father Marcos to search for Cibola and the "Seven Cities of Gold." Estevanico had been sold to Mendoza. To head the expedition, Mendoza chose Father Marcos, who had been with Pizarro when he invaded Peru. Estevanico was to be the expedition's guide and interpreter. Off they started! What was their goal? How did they dress? Father Marcos wore his grey robe, the usual dress of the Franciscan Friars. Estevanico the Black had grown a beard and wore feathers on his clothing. In his hand he carried the symbol of big medicine-a gourd decorated with bells, rattles, red and white feathers.

In 1538, Estevanico was sent out as an advance scout and ambassador by Father Marcos. Estevanico had learned the language and ways of the Indians. He was to open the way and to keep the Indians peaceful. He was given two large greyhounds and a group of Indian guides to accompany him on his journey. Father Marcos was thirty miles behind. Estevanico grew impatient and started on the trek into the Indian cities without Father Marcos and the exploring party. The suspicious Zuni Indians did not trust Estevanico. They thought he was a spy for a nation who wanted to conquer them. Estevanico did not know that the rattle he carried had been given to him by Indians who were enemies of this tribe. The Zuni Indians of Cibola killed him.

What did Estevanico accomplish in the New World? He found Indians there upon his arrival, discovered the land which is now known as Arizona and New Mexico. He prepared the way for the conquest of the Southwest by the Spaniards.

In 1540, when Coronado reached Cibola, he found only cliff dwellings that appeared golden from the distance. The "Cities of Gold" were never discovered!

SUGGESTED ACTIVITIES

1. Pupils pretend they are Estevanico. Write a diary of experiences.
2. Locate birthplace of Estevanico on the map.
3. Trace the route of Estevanico while on the trip with Narvaez and Cabeza de Vaca.

4. Develop a newspaper article concerning the event. Headline might read:

   ARIZONA AND NEW MEXICO DISCOVERED BY BLACK

5. Interview Estevanico.

Another famous explorer was York.

YORK

Who was York and what did he do? York was a Black man, an explorer who endured a weary journey on horseback over the Rocky Mountains, forded many rivers, and trudged the trails to the Pacific blazed by his party, the first to reach the Ocean by the overland northern route. York traveled with his master, Captain William Clark, on an important and dangerous exploration. After the United States purchased the Louisiana Territory from France, President Thomas Jefferson asked Clark and Meriwether Lewis to explore the newly acquired lands, which doubled the size of the United States. York was taken along to serve his master. York was an asset to the Lewis and Clark Expedition because he was a good hunter and provided them with game from squirrel to buffalo. He could speak some French and sometimes acted as an interpreter. He created good will between the Indians and Whites. He won the admiration of the Indians with his dancing ability and his great physical strength. Some Indians had never seen a Black man before, and when their curiousity got the better of them, they forgot to be hostile.

York returned to the Clark family at Louisville when the expedition ended in 1806 and was granted his freedom a few years later.

SUGGESTED ACTIVITIES

1. Keep a timeline.

2. Discuss the Blacks who accompanied Columbus, Balboa, Pizarro, and Cortez.

3. Trace the route of the Lewis and Clark Expedition on an outline map of the United States.

4. Pupils read about York in *The Black Frontiersmen* by J. Norman Heard and *They Had A Dream* by George Reasons and Sam Patrick.

5. Pupils pretend they are York and tell of experiences with the Indians after reading the two books listed above.

Our country is a beautiful country. Have you ever traveled to the West? Did you ever take a drive through the Smoky Mountains? Or across the Great Salt Lake? Or have you traveled to sections in your own state? In what state do you live? What is the capital city? How many states are there in our country? What are the last two states admitted? In what continent is our country located? (Show pupils a map of North America and maps of the United States -- political and physical; show the same on a globe.)

As we study our country, we shall pretend we are traveling through its different sections. Be ready for an interesting, exciting, and informative trip! Look at the interesting mountains, the beautiful blue lakes, the grasslands, the farmlands, dairy lands, the cotton fields of the South, mining areas, the lumbering towns of the West, and the fishing waters along the coasts and the teeming rivers. These are just a few things you will see and enjoy.

Do you realize that renowned Blacks either lived, worked, or became famous in many places in the country? Do you know any of these famous Americans by name and what each one did? During this year, we shall study a few of them as we visit each section of our country.

Now we will start with home, THE MIDWEST section of our country. Here we will find many famous Blacks. You may do research on some yourself.

THE MIDWEST

The Midwest is the name of the section of the United States in which we live.

Do you like to visit our art museum? What do you like to see at the museum? Sometime you may get the opportunity to visit the museums in Chicago or Kansas City. The well-known Black realistic sculptor received his education there. Do you know anything about Richmond Barthé?

RICHMOND BARTHÉ

One of the outstanding professional Negro artists is Richmond Barthé. He is probably the best-known Negro sculptor living in the United States today. He was born in 1901 in Bay St. Louis, Mississippi, but spent his early youth in New Orleans. By the time he was fourteen, he had a job as a houseboy and handyman. All his spare time was devoted to drawing.

Where did he receive his education as an artist? After trying to enter art school in the South, but not succeeding, Barthé was assisted financially by Catholic friends who helped him get to Chicago. He was educated at the Art Institute in Chicago from 1924 to 1928.

While studying at the Institute, he found employment at a small café as a busboy. Dr. Charles Maceo Thompson was influential in obtaining commissions for Barthé after he was made aware of Barthé's paintings. As a portrait painter, he used a flattering style. Nevertheless, an instructor recognized in Barthé a greater talent in sculpture. Barthé was so skilled in this art, that within two years he had a one-man showing of his work. The busts of Toussaint L'Ouverture and Henry Ossawa Tanner were his first commissions. He was awarded a Rosenwald Fellowship for further study in New York City. Richmond Barthé was the first Black sculptor to be made a member of the National Academy of Arts and Letters.

When the bust of Booker T. Washington was needed in the Hall of Fame at New York University. Richmond Barthé was chosen to make it.

SUGGESTED ACTIVITIES

1. Pupils interview Richmond Barthé.
2. Find pictures of Barthé's sculpture.
3. Visit the art museum and find his works.

GERALDINE McCULLOUGH

A prominent present-day sculptress in America is Geraldine McCullough. Although born in Arkansas, she has lived in Chicago since she was three. In 1948 she graduated from the Art Institute in Chicago. At the 1964 exhibition of the Pennsylvania Academy of Fine Arts, McCullough's welded steel and copper abstraction *Phoenix* won the George D. Widener Gold Medal. After she was honored with the award, her name was added to a roster of distinguished artists. That was her first showing in a major national exhibition.

Geraldine McCullough is a teacher at Wendell Phillips High School in Chicago.

HENRY W. McGHEE

Have you ever visited the post office in your city? What is the man in charge called? One important service of our federal government is seeing that its citizens receive mail quickly and safely. Today we shall learn about Henry W. McGee of Chicago.

In 1966, President Lyndon Johnson appointed Henry W. McGee as postmaster of Chicago. He had been working with the post office for forty years. His first job there was a substitute clerk.

Henry W. McGee was born in Hillsboro, Texas, on February 7, 1910. When McGee moved to Chicago during the depression, he had hoped to study medicine and become a doctor, but this was impossible. It was not easy at that time to support a family and go to school. He studied when he could and worked at the post office. McGee received promotions frequently to more important jobs in the postal service. Currently he heads one of the largest postal operations in the world.

PATRICIA ROBERTS HARRIS

What does an ambassador do? In 1965, President Lyndon B. Johnson appointed Mrs. Patricia Roberts Harris as U.S. ambassador to Luxembourg. She was the first Black woman to hold such a position.

What type of education is helpful for such a job? Patricia Harris had majored in political science and economics. She had training as a lawyer; she taught at Howard University and while a teacher there received her appointment as ambassador.

After returning from Luxembourg, Ambassador Harris returned to Howard University and resumed her teaching. In 1966, she was made an alternate U.S. delegate to the United Nations. President Johnson created a committee to investigate violence after U.S. Senator Robert F. Kennedy was assassinated in 1968. Mrs. Patricia Harris was appointed to the committee.

Patricia Roberts Harris was born in Mattoon, Illinois. She continues her distinguished career as a member of the board of directors of some of America's largest industrial companies. She holds a strategic position as chairman of the Credentials Committee of the 1972 Democratic National Convention.

GRANVILLE T. WOODS

A famous Black inventor was Granville T. Woods, who was granted more than 35 patents during his lifetime. He produced a steady stream of electrical and mechanical devices. One of his greatest inventions was an automatic air brake which gave greater safety to the railroads. Another, was his Synchronous Multiplex Railway Telegraph. This device kept each train informed of the whereabouts of the one just ahead of it or following it by communication between stations and moving trains. His first invention was of a furnace and boiler to produce steam heat. Woods also contributed to the "third rail." This is used in electrical railroad systems. He received a patent for an incubator. Many of his electrical inventions were sold to telephone and electric companies.

Granville T. Woods was born in Columbus, Ohio, on April 23, 1856. He quit school at the age of 10 when he started work in a machine shop. He continued studying privately and attending evening school. It was through practical experience that he gained his skills. His jobs varied from one as fireman on a Missouri railroad, to a job in the Springfield rolling mill, to an engineer on a British steamer, the *Ironside* He died in New York City on January 30, 1910.

ROY WILKINS

Roy Wilkins is a strong supporter of integration. He believes that no group has to give up its own identity and pride. He believes that Blacks and Whites must learn to live together in America.

In 1955, Wilkins became executive secretary of the National Association for the Advancement of Colored People. He had already worked in this organization for twenty-four years. He had been active in NAACP's battles against discrimination in education, housing, transportation. and employment.

Roy Wilkins was born in St. Louis on August 30, 1901. He was reared by an aunt and uncle in St. Paul, Minnesota, after his mother died when Roy was only three years old. Wilkins majored in sociology and minored in journalism at the University of Minnesota. After receiving a B.A. degree at the University of Minnesota, he joined the staff of the Kansas City *CALL*.

Roy Wilkins learned there were separate schools for Blacks. His dislike of such customs made him work with the NAACP to improve living conditions in the United States. He served as Editor of *The Crisis*. He has become one of America's foremost leaders in the civil rights field.

They Helped Build the West

To the land of gold! To the WEST where many a Black man traveled, explored, and worked in freedom. And don't forget to learn about the famous Black cowboys and Black gold-diggers with the "forty-niners."

COWBOYS

What do you know about the American cowboys? Do you know any by name? Do you know any cowboy songs? Why were the cattle trails necessary? How many were there?

Cattle trails were still necessary after the Civil War because no railroads yet went from Texas to the East. The cowboys had to round up the cattle and drive them to railroad lines and markets in Kansas, Nebraska, or Colorado for shipment to meat-packing houses.

The three main routes over which the cattlemen drove their herds up from Texas were the Chisholm Trail, the Western Trail, and the Goodnight-Loving Trail.

BOSE IKARD.

What famous Negro cowboy blazed the Goodnight-Loving Trail? The expert Black cowhand, Bose Ikard, blazed the trail and rode it for four rigorous years. He won his reputation as a top rider, roper, bronc buster, and fighter. Ikard shared the common hardships of cold, the heat, thirst, and danger from Indians with Goodnight.

The Goodnight-Loving Trail was different from the other trails that went north through Kansas. The trail went southwest through central Texas to the Pecos River, and then through New Mexico, Colorado, and Wyoming. It led through eighty miles of waterless deserts and over rough mountains, usually a trip of five days. While on the trail, a longhorn herd usually needed water daily. However, in an emergency the herd could go two days without water.

Goodnight and Loving decided to take a mixed herd that contained cows as well as steers on their first drive. Before reaching the waterless desert, the herd drank its fill of fresh water. The cowboys drove straight through. The loss of cattle became great at the Pecos River since the smell of fresh water sent five hundred stampeding.

The first drive over the Goodnight-Loving Trail made history in the cattle country. And the Black cowboy, Bose Ikard, helped make that history.

Who was Bose Ikard? He was born a slave in Mississippi in 1847. When he was 5, his master brought him to Texas and settled near Weatherford. At 18, the Union victory made him a free man. Ikard first rode the trail with Oliver Loving, and when he died, Ikard rode with Charles Goodnight, who had high praise for him. Bose Ikard died in 1929.

SUGGESTED ACTIVITIES

1. Pupils read *The Adventures of the Negro Cowboys* by Phillip Durham and Everett L. Jones.
2. Sing cowboy songs during music class. Listen to records.
3. Pupils read the life of Bose Ikard in *They Had A Dream* by George Reasons and Sam Patrick.
4. Trace the Goodnight-Loving Trail on an outline map of the United States.
5. Discuss the duties of the cowboys and their importance; dangers they encountered.
6. Show the filmstrip: FS 2571P-1 *Negro Cowboys*.

BILL PICKETT

Thousands of Black men and women played various roles in the exploration and settlement of lands west of the Mississippi. More than 5,000 Blacks were among the cowboys who rode the ranges from Texas to Montana. Among the group was a roper named Bill Pickett, the "Dusky Demon from Texas." He was one of the best and toughest. Have you ever seen the rodeo sport called bulldogging on TV? This rodeo sport was invented by Bill Pickett.

This sport consisted of having the cowboy leap from his horse onto a galloping steer, grab one horn in each hand, and twist until the animal's nose came up. The cowboy would then grab the steer and flop to one side, toppling the steer to the ground.

Pickett was a fearless cowboy. He would tackle any four-footed critter. Picket was remembered for his feat of hanging on to the bull's head for 38 minutes while he was being tossed about like a rag doll and slammed against the arena fence. He was forced to let go when he was hit on the head by a brick. Pickett helped to make the rodeo a popular sport.

MARY FIELDS

As we search into the West and its brave people, we find Mary Fields. Who was she? This 6 foot, 200 pounder was a stagecoach driver, a freighter, a restaurant owner, and a gun-totin' pioneer, who developed a taste for whiskey and cigar smoking. She was known as Black Mary, and the people around Cascade, Montana, knew her as the most picturesque character who ever roamed their town. Black Mary had no equal in the West!

During her life, Mary Fields had learned to use a revolver and a shot gun. She was a pioneer who settled her arguments with her fists, occasionally with a six-shooter.

Mary Fields was born a slave in Tennessee around 1832. Little is known about her early life. In 1884 Mary went to Cascade, Montana, where she worked as a nurse at St. Peter's Mission. Mary carried a shotgun and a six-shooter.

What problems did Mary Fields face here? On one trip a pack of wolves frightened her horses, and the wagon overturned. She fought off the pack of wolves and stood guard until daybreak. The weather was another problem. Once Mary was caught in a blizzard. She couldn't see the road. She was forced to stop. To keep from freezing to death, she walked back and forth all night.

Mary had to leave the mission in 1895 when she got in a gun fight with one of the hired hands. Then, she opened a restaurant but closed it later when she went broke. For the next eight years she operated a U.S. Mail route. Many a time Mary donned showshoes and delivered the mail on foot when the snow became too deep for horses.

When she reached 70, Mary Fields retired but took in laundry. Her idle hours were spent in the saloon. At this age, she was still rough and tough. Before she died in 1914, Mary Fields mellowed somewhat and became a beloved figure where she lived.

Gold Rush To California

ALVIN A. COFFEY

In 1849, thousands of fortune seekers were on their way to California. Slave holders were among the group. Thousands of the "forty-niners" who went to Sutter's Fort were Blacks. One of the slaves was Alvin A. Coffey, who was to work in the gold fields. Coffey and his master joined a wagon train in St. Louis and headed WEST. The young Black was hopeful that he could earn his freedom.

The party of 80 men and 20 ox-drawn wagons departed April 2, 1849, from St. Louis. They drove all day and all night because an epidemic of cholera had struck St. Louis. They wanted to escape it.

On June 16, they arrived at Fort Laramie, Wyoming, having lost only one man. By October 13, 1849, they had crossed over the mountains into the Sacramento Valley.

Two days later, October 15, 1849, the party started dry-digging mining. The hard and tedious digging kept on until the first of November. The weather began to get severe. Rain started, followed by snow. The poorly made tents barely kept them dry.

Coffey remained here with his master about a year. His master promised him his freedom for $1,000. Coffey worked his master's claim by day and cobbled the other miners' shoes by night to earn the price of his freedom. His master went back on his word and confiscated the $5,000 Coffey had earned for him in the mines and the $700 which the slave had earned for himself. His master returned to Missouri and sold Coffey to another man.

His new master agreed to allow him to continue work in the Shasta Mines. Coffey earned enough to free himself and his family. The Coffey family continued to live there as one of the noted pioneer families of California.

SUGGESTED ACTIVITIES

1. Pupils imagine they are Alvin A. Coffey on the trail to California during the Gold Rush. TELL of your experiences.

2. Trace the OREGON TRAIL on an outline map of the United States. Locate Fort Laramie.

3. Pretend you are Alvin A. Coffey. How did you feel after your master stole the money and ran away and sold you?

4. Read the life of Alvin A. Coffey in *They Had A Dream* by George Reasons and Sam Patrick.

5. Find Sutter's Fort on a map; the American River.

GEORGE W. BUSH

A free Negro, George W. Bush, accompanied the early explorers of the Oregon Territory. He had fought in the Battle of New Orleans under Andrew Jackson. He joined the Hudson's Bay Company and reached the Pacific Coast in 1820. Bush returned to Missouri in 1830, where he remained for twelve years as a cattle rancher.

In 1844, Bush decided to leave Missouri and head West. He took his wife, family, and seven White companions with their families, and a large train of wagons and livestock. They traveled over the Oregon Trail to the Columbia River valley. Bush purchased the first saw-and-grist-mill on Puget Sound with the more than $2,000 in silver which he carried. This group of Americans settled on the shores of Puget Sound, which was considered British territory. Their colony served as the basis of the United States' claim to the land south of the 49th parallel.

In 1818 the United States and Great Britain agreed to joint occupation of the Oregon Territory until the permanent boundary could be worked out. When Britain agreed to a boundary at the 49th parallel, this settlement made the state of Washington part of the United States instead of Canada.

According to the discriminatory laws of Oregon, Bush was not entitled to the land on which he settled.

Therefore, Bush's friend Colonel Michael Simmons, a member of the Oregon legislature, had the Congress pass a special act granting this pioneer clear title to his plot of 640 acres, in 1854. His claim became known as Bush Prairie.

Bush became wealthy; he shared with those in need. He shared his produce with the new settlers. One of his sons raised a prize wheat crop. Another son was elected to the state legislature of Washington.

George W. Bush was born in Missouri in 1791, then Spanish-French territory. He was a servant for a French family who had trading posts in the West. The people of Missouri became citizens of the United States after the Louisiana purchase in 1803. Bush died in 1863.

JACOB DODSON

Jacob Dodson, a free Black, went with United States Army Colonel John C. Fremont and scout Kit Carson on three expeditions into the wilderness beyond the Rockies, into California and Oregon. Dodson was thrilled with the chance to explore! It was in 1843 that Dodson left his home in Washington, D.C., to join Fremont and his band of 39 men. The expedition started from Kansas City, Missouri, on May 29, 1843.

Upon their return, fourteen months later, from the 6,475 mile trek, Carson described the expedition as "indescribable hardships." They were attacked by Indians and almost froze to death in the snows of the high Sierras. To survive, they were forced to eat roots, herbs, their pack animals, and camp dogs after they ran out of food. Eleven of the men had quit and returned home. However, the 6-foot, 18-year-old Dodson, strong and active,grew up quickly under the ordeals of the frontier. He became an expert rider, an expert roper and marksman and went back with Fremont on the next journey.

Congress had declared war against Mexico in early 1846. It was around this same time that Fremont and his second party arrived in California. Dodson fought with Fremont and Carson in the Mexican War in which California was won for the Union.

Dodson rode with Fremont and Don Jesus Pico on a special but dangerous task. Fremont got word of a brewing Mexican uprising and set out from Los Angeles to warn the United States military commander at Monterrey, Mexico. The three men set out on horseback at dawn on March 22, 1847. In a single day, the men traveled as far as 135 miles. In fact, they galloped the 840 miles to Monterrey and back in less than 76 hours in the saddle. Every 20 miles or so, they took on a fresh mount.

Dodson went home to Washington, D.C., married, and settled down after the three journeys with Fremont.

DORIE MILLER

When Japan attacked Pearl Harbor on December 7, 1941, the Blacks were involved immediately. Dorie Miller, a Black sailor from Waco, Texas, was our first war hero.

He was a messman on one of the American aircraft carriers. While the Japanese were attacking his ship, he took over the machine gun from a dying White sailor and shot down four enemy aircraft. Dorie Miller was awarded the Navy Cross, one of the country's highest honors, for his on-the-spot heroism that day.

Two years later, Miller served aboard the aircraft carrier *Liscome Bay* with the rank of Mess Attendant Third Class. The Japanese launched their attack on the ship on which Miller was working, and his vessel was torpedoed and sunk in the South Pacific. So ended the life of a hero in December of 1943.

When Admiral Chester W. Nimitz, the commander in chief of the Pacific Fleet, conferred the Navy Cross award on Miller, he commended him for "distinguished devotion to duty, extraordinary courage, and disregard of his personal safety during attack."

SUGGESTED ACTIVITIES

1. Pupils go to the library and read about Dorie Miller in the book entitled *They Had A Dream* by George Reasons and Sam Patrick, to find answers to the following:

   . What was the Pearl Harbor attack by Japan on the American fleet like?

   . What brave deeds did Dorie Miller perform on that day?

   . Who was Dorie Miller?

THE SOUTH

Look at the cotton fields, the oil machines pumping away, the stretch of arid land, and the beautiful farmlands in our southern states. A hundred or more years ago we would find quite a different scene. Destruction and devastation from the Civil War then would meet our eyes: farm lands barren and unworked, cities burned, people poor and hungry--all with little hope of recovery. These general conditions as a result of war were especially pronounced for the Blacks who were newly freed from slavery.

It is at times like these that men rise to the best that is in them. So it was, then too, that people throughout the United States turned their best efforts to helping the former Southern slaves and the South to social, economic, and political recovery from the devastation of war.

CIVIL WAR

What was the status of the Black man in the Civil War? There was considerable discussion about the use of Black men as soldiers. In the North, loyal Blacks and former slaves were used first as laborers to release Whites for combat as soldiers. In the South, the confederacy used Blacks as servants and laborers. Eventually, both sides made wide use of every available man, White or Black, who would rally to the cause. The attitude among Blacks varied, but there are records of heroic military service from the beginning of the war to its conclusion. Eventually Blacks saw the war as a way to end slavery in this country.

President Lincoln was urged to lift the ban on Negro enlistment. Shortly after he issued the Emancipation Proclamation in 1862, President Lincoln called for Black troops to enlist in the Union Army. Thousands of Black Americans answered the call. With the help of Frederick Douglass, the Black abolitionist, and John M. Langston, Governor John A. Andrew of Massachusetts was able to organize the 54th Massachusetts Regiment. Because so many Blacks volunteered, the 55th Regiment was formed. Robert Gould Shaw, a White man from a Boston family, was appointed the Colonel of the regiment. Shaw worked well with his men. The 54th Regiment attacked Fort Wagner in South Carolina. The men fought bravely but lost the battle. Colonel Shaw and over half of the regiment were killed.

Over two hundred ten thousand Black soldiers and sailors fought in the Civil War. The Congressional Medal of Honor was given to twenty-one of them. President Lincoln said of the Union's Black troops that they proved their efficiency.

During the Civil War, Robert Smalls and eight other Blacks seized the Confederate steamer, the *Planter*. Smalls turned the ship over to the Union.

ROBERT SMALLS

What was Robert Smalls' task during the Civil War? When the war started, his job was to steer the Confederate steamboat *Planter*. While the officers were enjoying themselves at a party on the night of May 12, 1862, Smalls and several other slaves worked their plan to confiscate the ship as war booty. With his wife and children on board, Smalls steered the ship past the Confederate guns and out of the harbor of Charleston, South Carolina. The men delivered it to the Union fleet which was blockading Charleston harbor. He wore a large straw hat and a coat usually worn by the ship's captain and, in so doing, fooled the Confederates. This act was one of the bravest performed by a slave during the Civil War.

As a reward from the Union Army, Smalls was given money and made the pilot of the *Planter* for his brave act. The captain felt forced to give up the *Planter* during an attack. Instead, Smalls came to the ship's rescue and took command. He was made Captain of the ship after the episode! He served on the *Planter* until the end of the war. He became known all over the United States as a hero.

Robert Smalls became active in the politics of South Carolina when the war was over. He served as a Congressman for eight years. He was an active and respected leader in spite of being born a slave.

Smalls was born in Beaufort, South Carolina, on April 5, 1839. He died February 22, 1916.

SUGGESTED ACTIVITIES

1. Dramatize Robert Smalls' episode with the *Planter*.
2. Pupils read *Captain of the PLANTER; the Story of Robert Smalls* by Dorothy Sterling. (1958)
3. Show class the following:

   FS 2573A-4 *Robert Smalls*

Before leaving THE SOUTH, we want to learn something about the famous doctor who worked here. What do you know about James Derham?

JAMES DERHAM

James Derham, who had been born a slave in Philadelphia, is generally recognized as the first Negro physician in America. He was sold to Dr. John Kearsley, Jr., who taught Derham to read and write. The doctor used him as an apprentice, prescribing medicine for patients. During the Revolutionary War, James Derham was sold to Dr. George West, a surgeon in the Sixteenth British Regiment. Under Dr. West's direction, Derham developed skill in the treatment of wounded soldiers.

Upon withdrawal of the British troops from American soil, Derham was sold to Dr. Robert Dove of New Orleans. Derham learned how to prepare drugs while working with Dr. Dove. Also, Derham was given lessons in French and Spanish during this time; these lessons proved valuable later when he worked in the South. While serving as an apprentice or slave assistant to the doctors, Derham learned as much about medicine as was possible in his day.

Derham was permitted to purchase his freedom when he was twenty-one; he built up a large interracial medical practice. Derham had acquired an excellent education from his former masters. With his extensive knowledge of the art of healing, he soon realized a lucrative practice in New Orleans and the Mississippi delta region.

FLOYD BIXLER McKISSICK

Floyd McKissick was a North Carolina Lawyer who became National Director of CORE in 1966.

The Congress of Racial Equality had been set up in 1942 by a group of young people in Chicago. The organization had been active in planning sit-ins and freedom rides. During World War II it was quite active. It brought fair employment to factories. In the beginning, CORE had been small with Black and White members. The new director, Floyd McKissick, made the group more "Black." Many of the White members left because they felt CORE's Black members had rejected them.

More aggressive approaches were advocated under McKissick's leadership. CORE insisted on an end to United States involvement in Vietnam. CORE is to work for solutions, not just to point out the wrongs in society; to become more politically involved; and to advocate better education. CORE is working toward the development of an economic section devoted to starting co-operatives, credit unions, and small businesses for Blacks.

CORE is vitally concerned with the teaching of Black history and Black heritage. The organization is also concerned with developing and training of Black leaders.

Floyd McKissick was born in Ashville, North Carolina, on March 9, 1922. He graduated from high school and attended two years of college before serving in the army during World War II. Upon discharge from the army, he completed college and went on to the University of North Carolina Law School. McKissick became the first Black to receive a law degree from that institution.

What type of work did he do, starting in 1952? McKissick practiced law after being admitted to the North Carolina bar. He became well known as a speaker on race relations and received the Ike Smalls award from the NAACP in 1962.

RECONSTRUCTION

The South was almost totally destroyed during and after the Civil War. Farms had been laid waste and abandoned. Most of the war had been fought in the South. What was the condition of the four million slaves who had been freed? They had to make their own living now. But how could they? They possessed neither land nor money. They lacked education.

The South needed to rebuild in many ways. The rebuilding of the nation after the Civil War was called Reconstruction. There was need for new government to help both Blacks and Whites.

Congress set up a special department called the Freedmen's Bureau to help ex-slaves. It helped find jobs. It fed Blacks and Whites who had no jobs or food and provided housing and hospital care. The greatest demand of the freedmen was for education since slavery kept the Black American away from education. Over 4,000 schools were built by the Freedmen's Bureau. A training school for teachers was started. Throughout the South colleges were founded by church groups and the Freedmen's Bureau, including Hampton Institute, and the Howard and Fisk Universities.

The end of slavery meant new and greater opportunities for the Blacks. For the first time, they were able to hold government positions. Who was P. B. S. Pinchback? What did he do?

PINCKNEY BENTON STEWART PINCHBACK

The only Black who ever served as the governor of a state was P.B.S. Pinchback. He was a powerful political leader who was elected a state senator and lieutenant governor of the state of Louisiana during the Reconstruction Period. The White incumbent governor was impeached; thus, Pinchback replaced him as governor.

P.B.S. Pinchback had been born a slave in Mississippi. He worked there until he got his freedom at the age of twelve. After that, he worked on the river boats on the Mississippi, Missouri, and Ohio Rivers.

He had joined the Union Army and commanded a group of Black soldiers from Louisiana. After the Civil War, he was a leader in the reorganizing of the state government of Louisiana. In 1873 Pinchback was elected to the U.S. Senate, but he was not permitted to take his seat. Because of his loyal support of the Republican Party, President Chester A. Arthur appointed Pinchback a surveyor of customs for the port of New Orleans.

THE EXODUS TO THE WEST

What was happening in the South in the seventies and why? Many Blacks of the South wanted to get relief from the political system. An exodus was organized by Henry Adams of Louisiana and Benjamin Singleton of Tennessee. Such promoters contacted more than 100,000 interested Blacks, but not more than one-fourth of them actually went WEST.

This movement of the Blacks threatened the economy of the South. What could be done to stop this mass exodus? What would happen to the land? The Blacks were encouraged to remain where they were. Representatives from both races assembled at Vicksburg, Mississippi, and other places on May 6, 1879, to deal with the problems.

The meeting resulted in forcing the Blacks to stop the exodus. Transportation was denied them. Some were even imprisoned on false charges. Despite opposition, thousands of Blacks continued to head WEST. Their greatest leader, Frederick Douglass, also discouraged their leaving the South so there would be a sufficient number of Blacks to wield political power. He urged demanding federal aid and protection instead of fleeing and seeking better conditions. However, the promoters of the movement had the support of men who realized that the United States Government wouldn't help the Blacks in the South and advised them to continue fleeing from political oppression.

The Blacks who fled gradually found new havens in the West, in the Southwest, and in the Appalachian Mountains. Those Blacks who remained in the South became settled again, but the promise of better treatment was soon forgotten as the exodus ceased.

What do you know about Benjamin "Pap"Singleton? Who was he? Why did he advocate "The Exodus to the West"?

BENJAMIN "PAP" SINGLETON

Benjamin "Pap" Singleton was born a slave in Tennessee. He went to Canada to live until after the Emancipation Proclamation was signed in 1863. "Pap" Singleton advocated separate racial communities because he believed that the Blacks could only rise where there was no competition from the Whites. When Singleton returned to the South at the end of the Civil War, he led a movement for the migration and colonization of Blacks from the cotton states to Kansas.

When the Ku Klux Klan became strong and destroyed the newly-gained political rights of Blacks, Singleton traveled through the South encouraging Blacks to go to the havens of refuge in Kansas. More than 19,000 Blacks moved into Kansas within less than two years. The great exodus from the South halted in 1881 when a congressional committee investigated the movement.

Singleton, who was a carpenter by trade, could barely read but was a persuasive talker and skilled promoter.

COLONIAL PERIOD

The thirteen original colonies were located in North America along the Atlantic coast of the United States. The English had settled all these colonies by 1733. Historians have divided these into three groups. Can you name the groups? The New England Colonies included New Hampshire, Massachusetts, Rhode Island, and Connecticut; the Middle Atlantic Colonies consisted of New York, Pennsylvania, New Jersey, Delaware; and the Southern Colonies included Virginia, North Carolina, South Carolina, Georgia, and Maryland.

THE NORTHEAST

What do you know about the Northeastern section of our country? Locate this section on a map of the United States. This part of our country was settled many years ago by immigrants from various countries. If we were to take a look into history, we would find important Blacks who were born and raised and who worked here.

Some Black men helped to settle and colonize the new land. What was life like for the Negroes who lived in New England? The Black population was about 2%. Both free Blacks and slaves left their marks on history.

As we study the New England states, we learn that

the city of Boston is an important place for ships of all kinds. Ships were used in fishing and whaling and in moving manufactured products. Shipbuilding became a more important industry as foreign trade developed.

Paul Cuffee, a Black merchant, was born in one of the New England States. He contributed much to the whaling and shipbuilding industry.

PAUL CUFFEE

Paul Cuffee, a free Black, was born on January 17, 1757, on the lonely Cuttyhunk Island, seven miles off the Massachusetts coast. The family lived on a farm, and Paul had to work hard to help support the family. Life was especially difficult for Paul after his father's death. Paul had dreamed of getting an education, but he and one of his brothers were left to do the farm work.

Paul's interest in the sea began early in his life. How he longed daily to get on a ship and sail on the ocean! Nevertheless, he didn't have to wait too long for his dream to come true. At age sixteen he started to work on ships, first, on a whaling trip, and later he made other trips, traveling by ship to the Gulf of Mexico and to the West Indies. It was on these voyages that Paul Cuffee learned how to manage a ship.

While America was at war with Great Britain, Paul was captured by the British and put into prison at New York City. Upon release from prison, Paul Cuffee went to Westport, a village in Massachusetts, where he farmed until he had saved enough money to build a boat.

Starting with a small self-made boat, he became the owner of sloops, brigs, schooners, and several other ships. The largest was *Alpha* which weighed 268 tons. Paul Cuffee became the captain of his ships--a successful businessman. His ships carried cargo and freight all over the world, and he became a very wealthy man.

At twenty-four, Paul Cuffee married Alice Pequit, an Indian girl, whom he met on his trading trips. The family settled on a small farm which he purchased. Paul Cuffee began fishing expeditions and helped start the fish-packing industry in Westport, Massachusetts.

When their children were ready to start school, there was no schoolhouse near the Cuffee farm. Paul hired some workmen from town to build a one-room schoolhouse on his farm. He advertised for a schoolmaster and paid the teacher's salary himself, as well as all operating expenses of the school.

Paul Cuffee was interested in the plight of the Negro. He believed the answer to the racial problem was colonization. His aim was to aid American Blacks to settle in Africa and to improve conditions for the natives who were already living there. Paul Cuffee took thirty-eight Blacks to Sierra Leone, West Africa.

Paul Cuffee died at his home in Westport, Massachusetts, September 9, 1817. Almost a hundred years later, his grandson, Horatio Howard, erected a five-foot granite monument in the front part of the Meeting House at Westport. The words cut into the stone read: "In memory of Captain Cuffee, Patriot, Navigator, Educator, Philanthropist, Friend."

JAMES FORTEN

James Forten was a free-born Black who served aboard a Philadelphia ship during the Revolutionary War. His experiences in the Navy helped Forten invent a device for the handling of sails. He became a highly respected businessman as the owner of a sail loft. As a result, he became the wealthiest Black in Philadelphia and used his fortune wisely. He did much for the cause of women's rights, temperance, peace, and the equalitarian rights of Blacks. In his day, he was the most important Black in the abolitionist movement.

SUGGESTED ACTIVITIES

1. Discuss the importance of fishing in Massachusetts.
2. Pupils pretend they are Paul Cuffee and give a TV report on experiences and work.
3. Interview James Forten who invented a device that aided in control of sails.
4. Use your geography book to find which states are included in the New England colonies.
5. On an outline map of the United States, color the six New England States. Make a key and show industry of each state.
6. Find pictures of whales and display on bulletin board.
7. Find pictures of ships.
8. Include dates on your timeline.
9. Pupils might make a mural or frieze showing Paul Cuffee's experiences on the sea, or any phase of his life.

BENJAMIN BANNEKER

Washington, D.C., the capital of the United States, is located in the eastern section of our country. Benjamin Banneker, a Black, had been appointed by Thomas Jefferson to work with a team of three to plan the city of Washington D.C. Pierre Charles L'Enfant, the French architect, was in charge. Banneker and Major Ellicott were his assistants. The three men worked very hard. When L'Enfant discovered that a wealthy and powerful family in the area had just built a home on one of the key sites in his plans, he was furious. He had the building torn down. President Washington found it necessary to remove L'Enfant. In a fury, L'Enfant returned to France and took the printed plans with him.

What would happen now? All the plans had been drawn, but the essential details for actual construction were uncompleted. However, Banneker had memorized the plans, and Ellicott and he were able to finish the planning job with L'Enfant. And what beautiful job they did! Visit the city of Washington, D.C., and you will see for yourself.

SUGGESTED ACTIVITIES

1. Pupils read a life of Benjamin Banneker. What else is he noted for?
2. Find a copy of the letter Banneker wrote to Thomas Jefferson and read to the class.
3. Discuss with your class the city of Washington, D.C. Show on a map. Find a picture of our Capitol Building.

STOKELY CARMICHAEL

Stokely Carmichael is a native of Trinidad, West Indies. He graduated from the Bronx High School of Science in New York and Howard University in Washington, D.C. While studying at Howard, he was most active in campus student government, and partially directed the Non-violent Action Group (NAG).

In May 1966, Stokely Carmichael was named the director of the Student Non-violent Coordinating Committee (SNCC). He had been a member since 1960.

This organization was formed as a result of students wanting their own group. They no longer wanted to be a part of the older civil rights groups. Dr. Martin Luther King, Jr., helped them set up SNCC. Many people call it "SNICK." Most small college groups that had already been set up joined SNCC. At first the young leaders, James Forman and John Lewis, agreed with Dr. King.

Five years later, the members of SNCC were ready to give up non-violence. They changed. Stokely Carmichael became their leader. He spoke about this change--he said FORCE was the way to improve the rights of Black people.

JAMES A. BLAND

James A. Bland lived in Washington, D.C., as a boy. While living there, he served as a page in the House of Representatives.

James A. Bland dreamed of a career as a minstrel on the stage. However, when he applied for a job, he was turned down because he was Black.

Eventually, he reached the stage, but he is better remembered as a songwriter than as a performer. Bland composed hundreds of minstrel show and popular songs of his day. The familiar song "Carry Me Back to Ole' Virginny" was one of Bland's first hits.

Bland toured England and because of his success there, decided to remain. He became one of England's favorite entertainers. The people were calling him the "Prince of Negro Songwriters."

SUGGESTED ACTIVITIES

1. Pupils read a story of the life of James A. Bland.

2. Sing songs written by James A. Bland.

Here is an interesting story about an artist. Who painted *"Buffalo Hunt? or Flowers With Red Chair?"*

HORACE PIPPIN

Pippin was born in West Chester, Pennsylvania, in 1888. He was completely self-taught. If fact, he felt that art could not be taught. Early in life, he began drawing. He would wander out to racetracks, with pad in hand, and sketch pictures of horses and riders.

In 1917, Pippin entered the army and served overseas until he was severely wounded and partially paralyzed. He received the Croix de Guerre and the Purple Heart. In 1918 he was discharged.

In 1920 he began painting and continued until his death. His paintings consisted of battle scenes, which he remembered from his own experience in World War I, domestic still lifes, and landscapes, all done in a primitive and vivid style. His work was discovered in the late 1930's and has been praised by art critics and bought by major collections such as Whytney Museum and the Barnes Foundation. Pippin has been ranked as the greatest primitive painter of the twentieth century. Before Pippin died in 1946, he won a Carnegie Exhibition award.

What are some of his famous paintings besides the war scenes? *John Brown Goes to His Hanging* (1942); *Flowers With Red Chair* (1944); *Cabin In The Cotton* (1944); *The Den* (1945); *Buffalo Hunt.*

What were some difficulties Pippin had in painting? The wounds he received during the war made it impossible for him to raise his arm above his shoulder. Therefore, his first efforts at serious paintings required him to place a wooden panel in his lap and draw his outlines with a hot poker. By 1931, he recovered sufficiently to try his skill on canvas. His first picture, *The End of the War; Starting Home*, took him three years to complete.

SUGGESTED ACTIVITIES

1. Pupils study prints of Horace Pippin during the art lesson. Read the information on the back of the prints and discuss.

2. Pupils read the life of Horace Pippin.

3. Pupils pretend they are Horace Pippin and tell life story.

4. Interview Horace Pippin.

During the Civil War period, there were many Blacks who helped the slaves gain their freedom. Some are included for your study.

HARRIET ROSS TUBMAN

Many years ago, about 1820, a little girl called Araminto was born. When she became older, she was called Harriet Ross. Since she was a slave, and her parents could neither read nor write, no exact record had been made of her birthdate. However, there is agreement as to the date of her death, March 10, 1913.

Her childhood was very much like that of all slave children. Her first master was Edward Brodas of Maryland. He was very cruel to her. Harriet had no schooling, little chance to play, much hard work, and severe punishments. She was frail, sickly, and moody. Harriet was to be whipped for reaching her hand into the sugar bowl and taking a sugar lump. Harriet ran away. After five hungry days, Harriet returned to the house. Her master and mistress whipped her and sent her to work in the fields. She liked this much better than working in the kitchen.

Harriet had a burning desire to be free. She planned to run away - far away to the North where she would no longer be beaten - where she could be happy. She wanted all slaves freed. Home life, family life, and freedom were all important to her.

Finally, one dark evening in 1848, she escaped and freed herself from slavery. As she walked alone, the North Star guided her. If the nights were cloudy and the North Star was not out, she felt the trunks of trees for moss. Did you know that moss grows only on the north side of trees? Harriet hid along the way in caves, graveyards, cellars, barns, and corncribs. She had many a narrow escape before she reached free Philadelphia. Now the inner feeling of freedom was hers.

Now that she was free, Harriet Tubman was determined to lead others to freedom. She was a brave woman. She made a total of nineteen trips and freed more than three-hundred slaves. Harriet could neither read nor write. Yet, she was able to plan a way.

She liked to start the journey on a Saturday night. In this way the owners did not have a chance to advertise in the paper until Monday that their slaves were missing. By that time, the slaves and Harriet could be well on their way to freedom. Harriet told the slaves to remember that once they started there was no turning back. If anyone became frightened and wanted to turn back, she threatened him with the loaded pistol -- he would be free or die. She claimed that she never ran off the track nor did she lose a passenger.

Harriet Tubman was an outstanding "conductor" on the Underground Railroad, by which slaves were sent to farmhouses of friends along the way North. The slaves were given food, clothing, money, and sent on. Some farmers gave them horses and a wagon filled with straw.

Harriet Tubman was called the "Moses of Her People" because as Moses of old led his people out of slavery, so did Harriet Tubman lead her people to the promised land of freedom.

All along the paths taken by slaves escaping from bondage to freedom in the North there were guides and friendly farms or homes. In the northern cities sympathizers organized Vigilance Committees to assist and protect the slaves as they traveled. The work of leaders of these committees at each "station," like David Ruggles in New York and William Still in Philadelphia, made the dreams of Harriet Tubman and Sojourner Truth realities.

SOJOURNER TRUTH

Isabella Baumfree was born a slave, the property of a Dutch master in the state of New York. When she was grown up, she called herself Sojourner Truth - for reasons which we shall see later.

Since her parents both died while she was still a child, Isabella was sold and resold. She remained a slave until New York State freed all its slaves in 1827.

Isabella wanted to end slavery everywhere. Anyone who fought, preached, exerted energy against slavery as she did was called an *abolitionist*. She also spoke for temperance, prison reforms, better working conditions for people, and woman suffrage - the right to vote. She devoted her energy to freeing others. She wanted families to remain together. She was a deeply religious woman. She could neither read nor write, but she could speak. Her language was forceful, but because her childhood was spent with a Dutch family, she spoke English with a Dutch accent all her life.

By 1843 she thought she felt called to preach and teach against slavery under a name that would suggest her mission. She said that the Lord gave her the name SOJOURNER because she was to travel up and down the land and the name TRUTH which meant she was to declare the truth unto the people.

Sojourner Truth became a famous figure at anti-slavery meetings. She was a tall, very dark woman, with a deep voice. She electrified many audiences and irritated others - those who did not agree with her. When a man told her that he cared no more for her speeches than he would about a flea-bite, Sojourner replied, "Maybe not, but the Lord willing, I'll keep you scratchin'."

Sojourner Truth felt herself a "Pilgrim of God" whose mission was to end slavery. She began life as a slave, but ended slavery for herself by running away.

In the course of her work she paid a visit to Abraham Lincoln at the White House. She discussed slavery with the President. She urged him to call to arms the free Blacks of the North to fight for the Union.

FREDERICK DOUGLASS

Frederick Douglass is known as a renowned statesman, abolitionist, newspaper publisher, and author. He had been born of a slave mother in Tuckahoe, Maryland, in February of 1817. He rose to leadership, recognized as "spokesman for his race." His eloquence as a lecturer soon made him the leading spokesman for the anti-slavery movement.

When Frederick became seventeen, he was sent to Mr. Covey, known as the slave breaker. Mr. Covey was about to beat Frederick, but he resisted. He had gotten the better of Covey. From that day on, he was no longer afraid to die. Something had happened to him - he felt somewhat free. He had learned that slavery was wrong. He desired to be completely free - belonging to no man.

Frederick Douglass married Anna Murray, a free Black woman. He met her at the Baltimore Mental Improvement Society, of which Anna was a member. Anna was the bright streak in his life. It was she who encouraged Frederick to escape from slavery to freedom.

Frederick worked hard as a ship caulker and, while doing so, plotted his escape to the North. Disguised as a sailor, wearing a red shirt, waterproof hat, and black scarf, he managed to make his escape on a train to New York. A free Black sailor lent him his seaman's papers. When he arrived in New York, a sailor took him to David Ruggles, Negro secretary of the city's "Underground Railroad" committee, known as the New York Vigilance Committee.

Frederick hated slavery; he spoke against slavery and its evils; he wrote against slavery. Douglass was such a powerful speaker that people doubted his ever having been a slave. It was then that he decided to write his autobiography, *The Narratives of Frederick Douglass.* He wrote his true biography about the cruel floggings, the poor food, skimpy clothes, and the crowded dirty quarters of slaves. He told the name of his owner, all names, dates, and places, his name - Frederick Augustus Washington Bailey - which until now he had held secret in his lectures.

Mr. Thomas Auld, his previous owner, also read the book and went to court to have his property, his legal slave, returned to him. Frederick read about this in the newspaper and, with the help of friends, sailed to England for safety.

The English did not believe in slavery. They listened to Douglass lecture about the conditions in America. The English raised enough money to purchase his freedom and an additional sum to get a printing plant started in the United States. Douglass returned to the United States and in 1847 founded the famous abolitionist newspaper, the *North Star*, with Dr. Martin R. Delaney. Douglass remained in the forefront of the Negro struggle, giving years of fruitful service. He served the nation as an ambassador and an official in the District of Columbia. He was an advisor to several presidents of the United States.

Frederick Douglass died of a heart attack in his seventy-eighth year, ending a stellar career as the foremost Black leader of his time.

DISCUSSION QUESTIONS

1. Why did Frederick Douglass deem it necessary to write his autobiography in 1845?
2. Why did Frederick Douglass call his newspaper the *North Star?*
3. What other important jobs were assigned to Douglass by President Hayes, President Garfield, and President Harrison?
4. Who helped make it possible for Douglass to become a freeman?

SUGGESTED ACTIVITIES

1. Do a biographical sketch on one of the following. Explain his/her contribution to the freeing of slaves.

   Harriet Tubman

   Sojourner Truth

   Frederick Douglass

2. Discuss the "Underground Railroad."

3. Imagine you are a slave being guided along the "Underground Railroad". Write your account.

4. Pupils read *Harriet Tubman: Conductor on the Underground Railroad*, by Ann Petry.

5. Pupils read a life of SOJOURNER TRUTH.

6. Pupils read a life of FREDERICK DOUGLASS.

7. List the different duties of a slave.

8. If you had been a slave, would you have gone on the dangerous trip with Harriet Tubman to freedom? Write your feelings.

9. Show the following:

   FS 2573A-6 *Harriet Tubman*

   FS 2573A-5 *Frederick Douglas*

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SIXTH GRADE

To the teacher:

This Sixth Grade portion of the CURRICULUM GUIDE AND RESOURCE BOOK ON INTEGRATING BLACK STUDIES was prepared for use as a supplement to A CURRICULUM GUIDE FOR THE SOCIAL STUDIES, Kindergarten - Grade 12, Volume 1, St. Louis Public Schools, St. Louis, Missouri, 1967. It would be useful to the teacher of Sixth Grade Social Studies to review the skills listed in the guide, for these skills should also be developed in the teaching of Black Studies. The many activities suggested will be helpful in the development of said skills. The teacher should review the objectives of the Social Studies program.

The essays, discussion questions, and activities are to be used by the teacher in whatever ways he finds most profitable for his students. It is not intended that the teacher read the essays to his students verbatum, but rather that he use the techniques that will best guide them toward the specific objectives listed in this CURRICULUM GUIDE AND RESOURCE BOOK. It is expected that the teacher will use it as an aid in implementing a Black Studies curriculum and will add other activities and materials which meet the needs of his pupils in their particular classroom situation.

No curriculum guide, no matter how earnestly its makers wish it to approach perfection, is of any value until its spirit and its goals are wholly accepted by the teachers who use it. Therefore, it is asked that this guide a focus for your own individual commitment and that you contribute to its continued improvement.

GENERALIZATIONS

1. The beginnings of Western Civilization, indeed of mankind, can be traced to Africa.
2. The highly advanced level of civilization which existed in Africa is verified through its art and archeology and by its legends and literature.
3. Great empires existed in ancient Africa under the leadership of chiefs.
4. Most Europeans came to Africa to benefit themselves and their own countries. Others came for many other reasons, including, trade, evangelism, adventure, politics or punishment.
5. Africa was called a dark continent because European explorers did not enter Africa and knew nothing of its civilization.
6. African colonization came about because other countries wanted to claim land in Africa as their own.
7. All human beings face the same needs: to eat, to work, to raise a family, to find entertainment, and to get along with their fellow men.

SPECIFIC OBJECTIVES

1. To eliminate in pupils the misconceptions, prejudicial attitudes, and stereotypes about Africa and its people that are commonly held by others.
2. To learn about the histories and peoples of several of the civilizations in Africa prior to the arrival of the Europeans.
3. To show the diversity of cultures and the ethnic and racial groupings found in Africa.
4. To provide pupils with a background in African history and culture that will enable them to do further research and study.
5. To introduce pupils to heroes and great rulers of the African past.
6. To provide an understanding of some of the factors that help civilizations to rise and cause them to decline.
7. To inform pupils that Africans had their own highly developed court systems and through these they contributed the concept of "trial by jury" to the world.
8. To develop in pupils an ability to see art as a tool for understanding man.

Modern scientists believe that mankind began in Africa -- the motherland of the human race. From Africa men slowly moved to other parts of the earth. Raymond Dart, who discovered a series of fossil creatures in southern Africa, classified the remains as the subfamily Australopithecinae. He concluded that they probably stood erect and that their skulls and teeth were similar to those of modern man. Later he found evidence of crudely chipped stone tools which indicated that Paranthropus possessed a rudimentary form of culture and had moved from a non-human to a human form of life.

Dr. Louis Leakey, a British archeologist, and his wife were working in Tanzania, East Africa, when they excavated the skull of what, perhaps, might be the first or earliest man on earth. Because of its location, Dr. Leakey assigned the name Zinjanthropus. The skull is similar to Paranthropus in the structure of its teeth and the possession of a bony crest along the top of the skull. Crudely chipped stone tools were found with the skull and other remains. Archeologists dated Zinjanthropus at 600,000 to 750,000 years ago. Later, the date was estimated at 1,750,000 years. This estimate was based on radioactive carbon dating.

Dr. Leakey has led several expeditions in East Africa and has made a classification of the Pleistocene deposits in the region. Much work must still be done on Dr. Leakey's findings, but much of our present knowledge of the evidence of East African or North African early man can be attributed to him.

Archeology is a science in which men try to find artifacts of past civilizations so that they may discover more about the people who lived in these civilizations. Archeologists have found chairs, stools, bronze portraits of kings, carved wooden doors, ivory combs, and many other art relics made from gold, ivory, bronze, and copper. Archeologists have found that civilizations in West Africa as early as 900 B.C. were further advanced than most of the rest of the world. Archeologists have recently unearthed the remains of an elaborate city, a mile square, that was the home of thousands of people. Discoveries at Nok in modern Nigeria include life-size sculptures of human heads. It is believed that these people were the first to use metal in their art work.

Art is Africa's greatest gift to the world. African art is mainly religious, but it is also functional. It expresses a belief in growth and in life. Masks were used in ceremonies and rituals for planting and harvesting, and in fertility and initiation rites. Masks were made for men, women, and children. They were made in different sizes and weights. Some masks were worn over the face, while some covered the whole head and shoulders. Others were worn on the chest, like a medallion, or on the head.

In each of the three empires that we will study, Ghana, Mali, and Songhay, we will find that the people were highly skilled craftsmen. African art had influenced and continues to influence art in all parts of the world. Picasso, one of the world's greatest living artists, has stated that African art has very much influenced his work. His paintings of women have a mask-like angular look. Other European painters and sculptors have used the abstract art of Africa.

Other notable gifts from Africa include the jury trial system, the domestication of animals, the use of iron instruments, irrigation, and the preparation of the human body for burial. In some cases, what were ancient African arts have been lost for generations. Probably, on some future day, man will really discover how the Great Pyramids of Gizeh were formed or how the mummies were prepared.

Many different forms of governance developed in Africa. The family system was used by the smaller villages; kingdoms included a merger of smaller villages; empires resulted from merger of kingdoms or from conquests or mere growth of a single group. Empires, which were the most advanced form of African government, included all the parts of large scale governments such as kings, royal courts, treasuries, civil servants, national armies, cabinet ministers, and diplomats. The Africans had a wide range of experience in governing themselves, including the concept of trial by jury. Ambassadors from Malindi in East Africa were sent to Peking, China, in 1414, and the king of Benin traded ambassadors with the king of Portugal.

The family was the basic type of social organization in Africa. The African family unit consisted of a man and his wives and children. The extended unit was the most typical form of family life. This consisted of several individual families related to each other by ties of blood or marriage. The chief was usually the oldest and most respected member of the family. Even in modern Africa, respect and obedience to elders is still practiced widely. Under this system, better care could be given to individuals in need. Family relationships were close, and divorce was rare.

Religion was an important part of African life. Africans worshipped their ancestors. Funeral rites were important. Most Africans believed in one Supreme Being so powerful that he should be worshipped only indirectly through other spirits. These spirits existed everywhere in nature. There were many "magic objects" used to cast spells on one's enemies. Many Africans believed in spirits and wore "lucky" charms to protect themselves. They had great faith in "medicine men." Some Africans became members of the Christian and Islamic faiths.

Africans engaged in many economic pursuits. Farming was the occupation of the majority of Africans. Land was usually held by the whole community, and portions of it were cultivated from year to year on a rotation plan. The tillers of the soil were a specific social group. Some villages specialized in fishing. Many Africans engaged in large scale raising of domestic animals while others earned a living from their skill in the arts and crafts. These crafts were basketry, textiles, weaving, pottery, woodwork, and metallurgy.

In some areas of art the Africans had highly developed skills. There was a high degree of expression in carvings and sculpture. An important element in African social and religious life was music. Many types of musical instruments were invented by the Africans, such as early forms of xylophones, violins, guitars, zithers, harps, and flutes. Africans composed a variety of songs and instrumental music, ranging from the simple to the complex, such as lullabies, work and dance songs, and sacred melodies. The early Africans did not develop a written language, but they did develop a spoken literature in the form of tales, fables, historical stories, and poems. Many African cultural traditions have survived in the United States. Words such as *yam*, *canoe*, *banjo* and *goober* were originally part of African language; some African folklore and tales, religion, music, and dance are part of the American culture.

DISCUSSION QUESTIONS

1. What was an extended family? What were the benefits of this family organization?
2. What were the many means of earning a living in Africa?
3. What aspects of African culture can be found in American culture?
4. What impact could the system of belief in spirits have on modernization?
5. Discuss the cultural traditions of Africa that are used in the United States.
6. Would the extended family be likely to speed up or hold back change in Africa?

7. Why would a young African with family obligations be likely to leave his village and try his luck in an urban city?

8. Is the extended family likely to survive in modern times? Polygamy? The dowry? Why or why not?

SUGGESTED ACTIVITIES

1. Students may prepare a bulletin board or display showing various aspects of African economic pursuits and culture, such as land use, animal raising, arts and crafts, etc.

2. Ask several students to research the concept of the extended family further. Detailed reports may be given to explain polygamy, the dowry, the role of each member of the family unit.

3. If possible, invite a native African to address the class. Ask him to tell of life in Africa, speak samples of his native language, and appear in native dress if possible.

4. Ask several students to research and report on religion in African life. Ask them to include such aspects as beliefs and practices.

5. Prepare a bulletin board or display on African art, painting, sculpture, pictures, or photographs showing how various African people differ in physical characteristics and what African contributions have been made to the American culture.

6. Children may select a kind of African art in which they are especially interested, reproduce this art after exploration of its meaning, purpose, and usage.

7. Plan to visit the art museum or other collections for further study of African Art.

EARLY HISTORY OF WEST AFRICA

A few years ago, Africa was known widely as 'the Dark Continent because most people from other countries did not know anything about it. This idea was a myth believed just as the myth about the savagery of Africans has been believed for generations. These myths began because people who lived on the continent of Europe were isolated from the rest of the world, especially during the Middle Ages, and missionaries kept alive the myth of savagery. The more savage a place, the greater the missionaries' mundane as well as super-mundane rewards. George H. T. Kimble summarizes this concept well . . . "The darkest thing about Africa has always been our ignorance of it."

Africa is one of the oldest continents to support human occupancy. It was the place where some of the early steps toward civilization were taken. Iron smelting probably began here,enabling man to advance through to the stone-age level of culture. Highly developed African Kingdoms existed in various parts of Africa hundreds of years ago. Of these kingdoms, Ghana was the strongest for several hundred years. In the 1200's, an empire called Mali, located in what is now Guinea and Mali, replaced Ghana as the strongest empire in West Africa. In the late 1400's and early 1500's the Songhay Empire replaced Mali as the strongest kingdom in West Africa.

Ghana became a powerful empire because its people knew how to make weapons and tools from iron. The people of Ghana fought their wars with swords and lances while their enemies used clubs made from ebony wood. The use of iron tools enabled Ghana to produce more food than other countries. Ghana was a great power in trading salt and gold, and many wars were fought in an effort to gain control of the trade. Ghana imported salt and exported gold. The kings of Ghana spread their power to northern Africa because salt was abundant at the edges of the Sahara Desert and to the south to control the buying of gold. All traders were made to pay high taxes on the buying and selling of gold and other items. Ghana used the money to strengthen its own government and armies. This practice inevitably led to war and as each country won wars, the conquerors gained control of the trade.

The Mandingo and the Sossos people of West Africa built the empire of Mali, which was larger than Ghana. Mali's power extended from the Atlantic Ocean to the borders of Nigeria and from the edge of the forest lands far northward into the Sahara Desert. Mansa Musa was a famous name in African history. He made Mali into one of the world's largest empires.

The Mali Empire was absorbed later by the Songhay dynasty under the famous military leader Sonni Ali. At about the same time the Portuguese were making their first contacts with the west coast of Africa, these inland kingdoms exchanged ambassadors and maintained trade with Spain and Portugal for several generations.

Powerful city-state cultures arose in the Gulf of Guinea bulge. Among them were the kingdoms of Benin, Ife, Dahomey, and Ashanti. The people of Ife, the center of Yoruba culture which still exists in Nigeria, made statues in brass and terra cotta. The art work of Ife is famous throughout the world today. Their artists never reached the fame and greatness of those from the three major kingdoms but were powerful enough to resist their cultural dominations.

The comparative size of Ghana was about the same as Scotland, Wales, and Belgium combined. Mali and Songhay at their largest were about one-third the size of the present-day United States, approximately one-million square miles. Ashanti was larger than Ireland and the Netherlands together. Dahomey was about the size of Hungary.

DISCUSSION QUESTIONS

1. Why do Westerners think of Africa as a continent without its own history?

2. Travelers to a foreign land are likely to stress the new, the strange, and the exotic. Was this true of early travelers in Africa? What did their reports leave out? Do we have any way of finding out about the customs and daily life of ordinary people in early Africa?

SUGGESTED ACTIVITIES

1. Explain why Africa was known as the Dark Continent. Use an outline map of Africa to show the land forms of ancient Africa.

2. Locate the African Kingdoms that existed during the Middle Ages (Ghana, Mali, and Songhay) on a map of Africa. Prepare an oral report on each kingdom. Include some facts about government, landforms, its territories, its people, its economy and history.

3. In order to illustrate the comparative size of each empire, have the students locate these places on the map: Scotland, Wales, Belgium, Ireland, Hungary, the Netherlands, Iran, Spain, and the Republic of Korea.

4. Students might devise a color key to correspond with the great empires and city states of Africa. On an outline map of the world, students may color the countries that compare with these empires and city states in size, according to the key.

CHRONOLOGY OF THE ANCIENT WEST AFRICAN EMPIRES

GHANA

A.D. 300	Beginning of Ghana Empire
700	Rise of Ghana to Greatness
900 - 1100	Golden Age of Ghana Empire
1060	Highest Point in Ghanaian History
1203	Conquest of Ghana by the Sossos and Mandingo Peoples
1235	Defeat of Sossos Army by the Mali Army Under the Leadership of Sundiata
1240	Fall of Koumbi to Sundiata - End of Ghana Empire

MALI

1230	Sundiata, Mandingo Prince, Proclaimed King of Mali
1235	Sundiata defeats Sumanguru, Leader of Ghana Empire
1240	Plunder of Koumbi by Sundiata's Army
1255	Death of Sundiata
1307 - 1332	Glorious Reign of Mansa Musa - Growth of Malian Trade and Culture
1324 - 1325	Mansa Musa's Hajj
1332	Death of Mansa Musa
1332 - 1336	Rule by Maghan, Son of Mansa Musa, Loss of Timbuktu and Gao
1336 - 1359	Sulayman, Mansa Musa's Brother Rules as Emperor upon Maghan's Death .
1475	Songhay Surpasses Mali as Most Powerful West African Empire

SONGHAY

1009	King of Songhay Converted to Islam - Moves Royal Court to Gao
1325	Capture of Gao by Mali
1333	Gao Reclaims Independence from Mali
1464 - 1492	Rule by Sonni Ali
1468	Capture of Timbuktu
1473	Capture of Jenne by Sonni Ali
1493	Askia Mohammed Leads Moslem Rebellion, Becomes Emperor Ousting Sonni Ali's Son
1528	Askia's Son Forces Him to Give Up the Throne
1549 - 1582	Highest Point in Songhay History
1585	Morocco Seizes Songhay's Salt Mines at Tegbaza
1590	Capture of Gao and Timbuktu by Moroccans Using European Guns
1600	Decline of Songhay Empire - End of Ancient West African Empires

GHANA

The Ghanaian Kingdom was the first of the three great West African Empires. Ghana's strength was due to military might and economic power. Ghana's strong army was powerful because the Ghanaian's had an advanced knowledge of the use of iron. This empire emerged during the fourth and fifth centuries. Although Ghana was not rich in natural resources, location and military power permitted her to serve as the intermediary and trade in gold, salt, and slaves. Gold was mined in Wangara, south of Ghana, and the salt mines were located in Teghaza, in the Sahara northwest of Ghana. Slave trade proved profitable because the strong military forces of Ghana conquered their enemies on the southern frontiers. The defeated armies became slaves. Koumbi served as a major slave market.

Ghana gained other economic wealth from a merchant tax imposed on all trade, and important trade routes passed through her territory. Large trade centers in Ghana were Koumbi and Timbuktu. These cities grew in wealth and became centers of learning and culture.

Ghana's people soon realized that they needed a new and better kind of government. The old tribal government simply would no longer meet the needs of this growing nation. They needed a regular army and many workers. Ghana was ready to become a state with a king as the source of authority.

In general, West African political institutions stemmed from the family unit. West Africans organized family/state governments, and any aspiring leader was required to establish himself as a direct descendant of the family forebearer or ancestor. Families often united as villages, and villages united as clans; village or clan states may comprise a chiefdom, a kingdom, or an empire. Government success depended on common heritage and loyalty. The Mandingo people of West Africa rebelled against the Ghanaian rule. Many peoples in the territories wanted to create independent countries. There were many wars which caused the Ghanaian Empire to weaken. Some of the trade routes were closed because of the many uprisings. Finally the Mandingos and the Sossos attacked the Ghanaian army and defeated them and established the Mali Kingdom.

DISCUSSION QUESTIONS

1. Why were the armies of Ghana so strong and powerful?

2. How were the Ghanaians able to regulate trade and levy taxes when they had no gold and salt in their own country?

3. Can you think of any places where you are taxed for the buying or selling of goods? Who benefits from your tax money?

4. Why was salt so necessary to people in ancient times? Where was salt found?

5. Why did Ghana lose power?

6. What modern lands have countries that were formerly a part of ancient Ghana?

7. Why were the Ghanaian kings considered good businessmen?

MALI

By the early thirteenth century the Sosso and Mandingo states had defeated the Ghanaian armies in separate parts of the kingdom. The Mandingos, led by Sundiata Keita, established the Mali Empire in West Africa. The Sosso king, Sumanguru, still controlled much of the territory in the old Ghana Empire.

Sundiata became a heroic and legendary West African leader. He reopened the trans-Sahara gold and salt trade routes in West Africa. These routes had been blocked throughout the years of war and disorder during Ghana's decline. Sundiata also re-developed the farming regions. He had his soldiers plant grain, cotton, and peanuts. He also taught his soldiers how to raise and care for farm animals. Soon Mali became one of Africa's richest farming regions.

Sumanguru, leader of the Sosso people proved to be dishonest and was not able to control the area under his rule. The states under Sumanguru rebelled and Sundiata Kieta and his soldiers captured these states and added them to the Mali Empire. The Mandingo people of Mali spoke a language called Mande.

After Sundiata Keita's death in 1270, seven emperors ruled Mali; but these men were poor rulers, and the empire weakened. Then in 1307, Mansa Musa, the most famous of the Mali Emperors came into power. He divided Mali into several districts and made the generals of his armies governors of these districts. Mansa Musa had achieved successful trade, rich farming lands, and with a strong army had added new territories to his empire. The emperor boasted that a journey across his empire took a whole year.

Mansa Musa was a very religious Moslem. In 1324 he made his pilgrimage to Mecca, the holy city of the Islam religion. Upon his return, Mansa Musa used what he had seen and learned in Mecca to improve his own country. Schools were built, stone houses replaced straw huts, books were brought in, and learning was encouraged. Kings of Mali went on the hajj to thank their Allah for a successful reign. They also went to impress their neighbors with their wealth. Mansa Musa carried an entourage of sixty-thousand people including soldiers, servants, slaves, family members, and government officials. Much gold was distributed on the way.

Mansa Musa died in 1332. His son Maghan ruled for the next four years. During this time, Mali lost the cities of Timbuktu and Gao through warfare. When Mansa Maghan died, Mansa Musa's brother, Sulayman, became emperor and ruled the country well until his death. The emperors that followed Mansa Sulayman were weak rulers. Mali was vulnerable to attacks by the army of Songhay from the east. The king of Songhay conquered Mali and other territories to build the great Songhay Empire.

DISCUSSION QUESTIONS

1. How did Sundiata Keita show his great courage and ability?
2. How did Sundiata Keita build up Mali's farming regions?
3. How did Mansa Musa improve the government of Mali?
4. How long would it take a person to cross Mansa Musa's empire? How would he travel?
5. Why was Sumanguru unable to control his territories?
6. What happened to the system of trade the Ghanaians developed?
7. What were the people of Mali called?
8. What title was given to the kings of Mali? What did this title mean?
9. What is a mosque? What do we have in our city similar to a mosque?

You may want to read to the students what a visitor to the kingdom of Mali wrote about his impression of it in 1352:

> *The Negroes possess some admirable qualities. They are seldom unjust, and have greater abhorrence of injustice than any other people. Their emperor shows no mercy to anyone who is guilty of the least act of injustice. There is complete security in the country. No traveller or inhabitant in it has anything to fear from robbers or men of violence. They do not confiscate the property of any white man who dies in their country, even if it be uncounted wealth.*
>
> . . . Arab Geographer Ibn Battuta

THE PILGRIMAGE OF MANSA MUSA TO MECCA

Mansa Musa was the greatest emperor of Mali. He reigned for twenty-five years over a very wealthy and very powerful kingdom. Mansa Musa, however, was concerned not only with riches and politics but also with religion. He was a very devout Moslem. Since the Moslem religion requires believers to visit Mecca, home of the Moslem prophet Mohammed and spiritual center of the Moslem religion, Mansa Musa decided to make the journey, called a hajj. In the year 1324, Mansa Musa started on his famous pilgrimage.

Mansa Musa's caravan traveled from Mali by a circular route through Malata to Tuat and Egypt. There were sixty-thousand persons in his entourage. Twelve thousand slaves carried his personal belongings; special cooks provided banquets where he stopped. He took immense amounts of gold with him, both to pay for the long trip and to give as gifts to people on the journey. It is said that there were on the train eighty to one hundred camel loads of gold dust equalling fifty-thousand ounces of gold. Can you imagine such a magnificent train of people and animals?

News of Mansa Musa spread through Europe and the Middle East because of the magnificence displayed on his trip. In fact, Mansa Musa was long remembered throughout Egypt and Arabia because he brought with him so much gold and gave away so many golden gifts.

Finally, Mansa Musa, his personal guide, the twelve thousand servants, the thousands of officials, camel drivers, and common folks of Mali arrived in Mecca. At Mecca, he performed all the religious acts of a devout Moslem. He had his head shaved, wore special clothing, recited prayers, and kissed the Holy Black Stone or Kaaba. When he had done all of these things, he was called "Hajji," one who has made the pilgrimage to Mecca and done all of the required things.

Mansa Musa returned in 1326 from his pilgrimage. By this time, he had given away so much gold that he had to borrow money from the Cairo merchants to get home. He even changed the value of goods on the Cairo market, because gold had become so plentiful that it was worth less, and prices went up on other goods.

Mansa Musa brought many beautiful things back to Mali. He also brought scholars or learned men to his kingdom. One of the most famous of these was an Arab architect, ES-Saheli, from Granada, Spain, who designed buildings. ES-Saheli designed many beautiful buildings in Mali, including the great mosque of Gao, a royal palace at Timbuktu, and an auditorium at Niani.

Since Timbuktu was famous as a center of trade and learning, many scholars from many countries came to study at its university. Today, there is a large country in West Africa called Mali, but in ancient times it was at its grandest during the reign of Mansa Musa.

DISCUSSION QUESTIONS

1. Why did Mansa Musa make the pilgrimage to Mecca?
2. What do you think might have been said in the conversations of people who received gifts from Mansa Musa?
3. What does Mansa Musa's trip tell you about Mali?

SUGGESTED ACTIVITIES

1. Help the class prepare a mural of Mansa Musa's trip to Mecca.
2. Dramatize the trip and the reactions of people along the way.
3. Pretend you are a newscaster and give a radio or TV account for your audience of any part of the journey.

TIMBUKTU

Timbuktu, near the Niger River, has remained a major crossroads city throughout all of the recorded time since the birth of Christ. Its location on all roads in every direction made it a major market and a flourishing trade center. The Moslem invasion made it the seat of Islamic learning. It has endured through all conquests and governments.

Timbuktu is a city of about ten thousand Black and White Moslems in the independent state of Mali, West Africa, on the southern edge of the Sahara Desert. Songhay is the city's predominant ethnic group, and while theirs is the prevailing language, French is the official tongue, and English is taught in the schools. The Songhay Empire began to rise in 800 A.D., and in 1468, its army captured Timbuktu. Under the rule of Askia the Great, the Songhay Empire and the city of

Timbuktu prospered.

During the 10th century A.D., Timbuktu was used as a camp for caravans carrying salt from North Africa and gold from South Africa. Later it became a trading post that developed into a great city which reached its eminence between the 15th and 16th centuries. This period of time was called the Golden Age of West Sudan. Under the leadership of Mansa Musa, Sonni Ali, and Mohammed Askia Touré, the Songhay Empire became the most prosperous and powerful state in West Africa.

Timbuktu was a great cultural and learning center. Thousands of students attended the University of Sankors. Moslem scholars came from as far away as Spain to compare manuscripts with the collection of Arab classics there. Sonni Ali extended the boundaries of the Songhay Empire but suppressed the people of Timbuktu and drove out the scholars. Askia the Great, when he returned from his pilgrimage to Mecca, improved banking and credit, instituted government reforms and a uniform system of weights and measures. He restored Timbuktu to its former station, the intellectual and cultural center of the Islamic world.

SONGHAY

As Mali declined, the Songhay Empire was gaining strength. The people of Songhay were cattle-raisers, farmers, traders, fishermen, hunters, craftsmen, and warriors. They were the Kukya people. Their descendants were treated with favoritism. After Sonni Ali became king, Songhay became a powerful empire. Sonni Ali was a tireless warrior who never suffered defeat. He captured the famous cities of Timbuktu and Jenne. These cities were famous cultural and learning centers. It is said that the capture of Jenne took seven years, seven months, and seven days.

Sonni Ali was a skillful rider. He organized conquered lands into states. If the conquered rulers pledged allegiance to Songhay, Sonni Ali appointed them governors and they remained in power. Sonni Ali did not accept the Moslem religion but practiced his own tribal religion instead. The Niger River was important to Sudan because of the large amount of trade conducted along that route. Sonni Ali gained control of much of the river and the land around it. Those who traveled the route along the Niger had to pay him tributes. Through trade tributes, Songhay became rich and powerful. Sonni Ali died in 1492.

Sonni Ali's son became king, but the throne was taken from him by Mohammed Toure a short time later. Mohammed Toure had been an aid to Sonni Ali and a general in his army. After Mohammed Toure became ruler, he was known as "Askia the Great." He was a famous ruler and was king for thirty years.

Mohammed Askia led the Songhay armies and acquired new territories by attacking areas of the Mali Empire and other lands. Finally he conquered Mali and all of its territories. Mohammed Askia was a strong ruler who kept peace within the empire. He was a devout Moslem and made the pilgrimage to Mecca in 1497. His entourage included 1500 soldiers, some government officials, family, close friends, and scholars. He also carried $900,000 in gold. During his journey, the Moslem officials made him the religious leader of the Songhay area. He required all of his subjects to accept the Moslem religion. After he had conquered a new land, Mohammed Askia required all captured people to become Moslems. All of the people in the Songhay Empire were taught the ceremonial practices of Islam and were required to use them. Mohammed Askia talked with doctors, scientists, and other learned men to improve his system of government. He divided his kingdom into sections. A governor was appointed to rule each section. Justice was administered according to the laws of the Moslem religion. A system for weighing and measuring goods was organized, and honest trading was done because rules were enforced. Because of the enforcement of these rules, trade with other countries was increased.

In 1528, some of Mohammed Askia's sons joined together and took their father's kingdom. Their rule lasted until 1549. Then Daoud, one of the good sons, overthrew the wicked sons and restored the government. Daoud's reign was successful and lasted for thirty-three years. Gao, the capital of Songhay, became an important trade city. The people who lived in Gao became highly skilled in handicrafts. The emperors of Songhay acquired great wealth from trade taxes, the use of slaves, and taxes paid by farmers who rented government land. The money collected was used to maintain the army and pay the emperor's advisors.

Al-Mansur, the Sultan of Morocco attacked Songhay and conquered the empire. His victory was achieved because his army had firearms obtained from European traders. He captured Songhay's salt mines and defeated the Songhay army in his attempt to gain control of the gold sources. The Songhay army was larger than the Sultan's and the people of Songhay fought bravely. Their spears and lances, however, could not be used in warfare as effectively as the firearms. Al-Mansur's army captured the great cities of Timbuktu and Gao and looted them. He ruled for twenty-five years but never rebuilt the kingdom. The Songhay Empire became part of the Moroccan Empire, and West Africa no longer dominated the continent of Africa.

DISCUSSION QUESTIONS

1. Why do you think the descendants of the Kukya people were treated with favoritism in Songhay?
2. What things did Sonni Ali do to make Songhay a great kingdom?
3. What kind of work was done by the Kukya people?
4. What was the most important city in Songhay? Why were Timbuktu and Jenne important cities?
5. Why did Sonni Ali want control of the Niger River and the land around it? How did control of this river increase the power of the Songhay Empire?

6. What improvements were made in Songhay during Mohammed Askia's reign?

7. Why do you think Mohammed Askia's sons took his throne?

8. Why was the Songhay army defeated by the Moroccan army?

SPECIAL REPORT

Any interested pupils may read and present a report to the class about Malcolm X's reaction to his pilgrimage to Mecca. This material may be found in:

Malcolm X and Alex Haley. *The Autobiography of Malcolm X*. New York: Grove Press, Inc., 1966.

As the study of the early African kingdoms suggested, a strong economy proved vital to a strong kingdom. The overviews and exercises below endeavor to familiarize students with the economics of exchange and the fundamentals of commerce. Attention centers about trade and agriculture, the cornerstones of West African economy.

TRADE

Few communities are completely self supporting. Some have goods that others lack and need, so these two communities trade or exchange with one another. For example, there are two neighboring villages. One is by a river full of fish. The other has no river but is built on clay soil which can be used to make pots. Each has something the other desires, and the people can make an exchange. They trade clay pots for fish. If there were several villages close to one another, and each produced commodities or goods that were wanted in other villages, instead of direct exchange, the commodities may be brought to one of the villages or to each village. Then, there would be a market and possibly a regular market day. The market would soon become not only a place to trade but also a place where people could meet their friends, talk, and hear news. It is important to note that the African economy was a crop economy and cattle, not money, was the medium of exchange.

Specialized traders were organized for the transporting of goods to be exchanged between distant villages. They went from one place to another many times. The paths these traders took were called trade routes. People living on these trade routes knew they could get goods from these traders. Soon markets developed along the trade routes. People moved to be closer to the markets, forming villages that soon became towns.

As a market grew, it became more complex. Market officials were needed to allot space, hear complaints, and keep order. Kings taxed the market people. This is how the cities of Timbuktu, Jenne, and Gao became large and rich, with great markets where traders came from all directions and from great distances.

TRADE IN GHANA

A lively trade developed between Ghana and trade centers in northwest Africa. These trade centers were on the trans-Saharan trade routes. Ghanaians carried gold, food, and slaves from Ghana to northern Africa to Ghana. Very often, then, Ghana exchanged raw materials such as gold and food for manufactured materials such as cotton cloth, metal ornaments, and leather goods.

Gold became the most important item of trade. Ghana was able to obtain a large supply of gold from Wangara, a wide area in the region south of Ghana. The gold trade of Wangara was conducted by dumb barter or silent trade. Dumb barter occurs when merchants conduct business or trade without speaking to one another. The beat of large drums was the signal to open and close the market.

TRADE IN MALI

After the decline of Ghana, Mali became a powerful empire. Mali now controlled the Wangara and the trans-Saharan gold trade. Caravans from northern Africa brought manufactured goods to Mali's major trade cities, Timbuktu, Jenne, and Gao. They traded the gold to Europeans.

Gold was not the only valuable commodity the Malians had for trade. They also traded salt, cotton, iron, copper, brass, and slaves. They exchanged or traded these commodities for silk, horses, leatherwork, metalwork, and other manufactured imports.

Mali did not trade only with northern Africans. After the pilgrimage of Mansa Musa to Mecca, trade included copper mined at Takedda. One Arab writer reported that caravans of thousands of camels passed through Takedda each year. These cross-desert caravan trips were long, dangerous, and difficult, but very profitable.

TRADE IN SONGHAY

Gao was the main trade center of Songhay. Caravans from Egypt and North Africa traveled to Gao to trade. Takedda, once the copper mine capital of Mali but now part of the Songhay Empire, was another major trade post.

Travelers at Songhay markets exchanged many of the same commodities traded in Ghana and Mali. Salt, gold, and agricultural products were important. Salt was the most important commodity, so control of the salt mines of Teghaza was necessary. Traders also used cowrie shells as currency. Unlike Ghana and Mali, Songhay imported horses from North Africa to equip the cavalry, an important section of the army.

The Songhay government had market inspectors who watched over the trade. They set up a standardized system of weights and measures.

AGRICULTURE

Although trade was very important to the economy and wealth of West Africa, agriculture was also vital. The crops raised provided not only trade goods but also food for the local citizens. Most of the soil in West Africa was very rich, but Ghana, Mali, and Songhay had periods of little rainfall. The ability to farm crops under these conditions was quite an achievement.

Many West Africans worked as farmers. The people of Ghana raised crops such as millet, sorghum, and cotton. In Mali, farmers grew sorghum, onions, beans, yams, and rice for food and cotton for clothes. Farm animals included goats, poultry, sheep and cattle. West Africans hunted and ate many big game animals, too, like buffalo and crocodile.

In Songhay there were two special worker groups -- the Gow farmers and hunters and the Sorko fishermen. These men were known respectively as masters of the soil and masters of the river.

DISCUSSION QUESTIONS

1. Explain how the merchants of Ghana acquired gold to trade to northern Africa.

2. What is the difference between raw goods and manufactured goods found in your community?

3. What is the most important economic problem in Africa today?

4. Which cities of Ghana, Mali or Songhay were commercial centers? What commercial center is closest to you?

5. Where did the caravans at Gao come from?

6. Why are standardized weights and measures important?

7. How did the Songhay markets improve the system of trade?

8. Did these powerful empires need trade to survive?

9. How did the decline of Ghana affect the wealth of Mali?

10. What was Mali's chief source of income?

11. How many major trade routes did Mali have?

SUGGESTED ACTIVITIES

1. Dramatize a "dumb barter" transaction.

2. Draw and trace the trading routes of Ghana.

3. Write a short story of Ghana's trade.

4. Draw pictures of trading between merchants.

5. Make a mural of coastal trading posts.

6. Make a village display showing the two groups of people and some of the activities.

7. Draw a map of Africa and trace the trade routes of Ghana, Mali, or Songhay.

8. Model in clay a caravan.

9. Make a caravan trade route using modeling clay.

10. Draw a map of Africa showing Mali and the various trade routes.

11. Make a chart of agricultural products found in the three ancient empires. Put a mark beside the foods that you eat today.

12. What are some of the products that might have been used for trade? Write an imaginary story about a trading session between a Ghanaian and an African Arab trader.

13. Describe in a drawing or short poem how a mighty hunter might capture one of the wild animals.

14. Find out about farm products grown in your state. How many products are like or similar to those grown in the early African empires?

15. Look for material that tells what Africans eat today. Prepare an African meal.

16. A group of students may use the library to find out why the United States sends money to Africa. These findings should be reported to the class.

17. Another group of students may use library materials to find the obstacles to economic development in Africa. The results of this research should be presented to the class.

18. Students may explore other ways the United States have aided in developing trade and agriculture in Africa.

THE AFRICAN SLAVE TRADE

In the Early 1600's the English settled on some of the Caribbean Islands. The French followed, then the Dutch and the Danes. At this time also, the French and the English began to fight for the coast lands of what is now the United States and Canada. These American and Caribbean lands were excellent for growing sugar and tobacco, but millions of plantation workers were needed. These workers were found in Africa. This was the beginning of the "triangular trade" involving African slaves. The economic importance of slave trade to Europe was tied to the colonization in the new world. It would have remained relatively unimportant simply to provide a few servants to Europe, but the new world needed instant labor to clear land, till the soil, and build housing.

Europeans bought cheap goods in Europe, such as cotton and hardware, and sent them to West Africa. The goods were sent to African chiefs in exchange for African captives. These captives were shipped across the Atlantic Ocean to America and sold as slaves. The captains of the slave ships bought sugar and tobacco and took these crops back to Europe to be sold. Then the triangle would be repeated from Europe to Africa to America, and back again. The European countries, mainly England and France, made three separate profits in "triangular trade." The factory owners made a profit when they sold their cheap goods to the shipowners. The shipowners made a profit when they sold African captives for sugar and tobacco. They made a second profit when they sold their sugar and tobacco in Europe.

Money made in the slave market helped to industrialize the European countries. From their profits, the factory owners could buy machines and produce more goods to trade. As a result, some African countries became little more than places to export slaves. England stopped their slave trade in 1807; the French stopped a little later, but the Portuguese and the Dutch continued until the middle of the 1800's. Then, they gradually stopped buying captives. By that time, the powers of western Europe were strong while those of Africa were weak.

On the other hand, the slave system, the use of slaves, and the basic questions of human dignity continued to plague all countries involved in the slave trade for several generations.

There has been a lot written about the slave trade, but not every Black person in the United States during that period was a slave. The first Blacks in America, remember, were not slaves but indentured servants. Others were born free, and still others were able to buy their own freedom. Some Blacks were even slave owners. Now, as you can imagine, free Blacks could move around a lot more; they had a chance to learn to read and write; they could better understand the world situation, and to many Whites they were just a "plain nuisance."

Black shipbuilder Paul Cuffee was among those who advocated relocating Blacks of America. He personally paid to take eighteen adults and twenty children on one of his own boats to Sierra Leone as settlers. By 1811 he had made two trips to Africa, but he made no more because many Blacks in America wanted to remain here because they were born here. Some felt they had no ties with Africa. Others felt that this was the way the slave owners were trying to get rid of them. And there was a group who did not want to lose the property they had acquired here. There were strong feelings on all sides.

The American Colonization Society was formed in 1821 as a solution to what to do with free Blacks because of the very vocal abolitionist movement and the growing realization that slavery would one day be over. With the aid of the United States Congress, the American Colonization Society established a colony in 1822 on the West Coast of Africa and called it Liberia. You will know under which President it was established because the capital, then and now, was named Monrovia in his honor. Of the 12,000 Blacks who went there, those who were slaves were liberated by agreeing to the deportation.

So before Europe officially had finished the slave trade and before the division of Africa among European powers, America had started its first colony in Africa - Liberia.

DISCUSSION QUESTIONS

1. In Sierra Leone, the capitol is called Freetown. Find out why it was so named. Who were the people who came there? Are there Freetowns in other countries? In what way did Sierra Leone's development parallel Liberia's?

2. Find out all you can about Liberia. Why did it remain independent? What is its biggest export product? How has the United States remained connected with this country?

3. Liberia became the first African republic in 1847. What is the most recent African independent country? Find out how many African nations have recently changed their names from colonial names to African names.

SUGGESTED ACTIVITIES

1. Write to the Liberian Embassy for more information about Liberia.

2. Request pictures from the Embassy that would depict the daily life of Liberians.

3. Request one of the Liberians in St. Louis to be guest speaker for your class. Students should plan a short question and answer period after the lecture. This should be a mini-lecture. Most of the factual information should derive from the questions which have been previously formulated by the group.

The end of the slave trade in Africa marked the beginning of the colonial system. This system only increased the selfish use of the African continent by overseas powers. Africans were used by the colonial powers to perform their labor and were paid low wages. They were beaten and forced, often at gunpoint, to sign over control of their lands and people to the Europeans. Treaties were made and broken. The colonial system worked in two ways: it made money from African labor, and it reduced Africans to the position of "permanent servants."

Looking back at history, the take-over of Africa by Europeans was accomplished by the missionaries who came to bring religion to people who had practiced religion for thousands of years, by the mercenaries who came to conquer and rule, and by the merchants who wanted to get as much of Africa's wealth as they could. Africa would have developed without European interference because it would have developed with its own interests in mind. This continent, however, modernized according to European plans, which seldom put the interests of Africa first. Africans were not given adequate opportunity to develop administrative skills. African states did not have a well balanced income; industry was not developed, and an African middle-class never had a chance to emerge.

Europeans continue to maintain authoritarian rule in much of South Africa today. Policies and practices have evolved which provide for the subordination of the Black African majority population. Despite these policies, Black Africans and their supporters have become increasing vocal in their demands for political independence. Freedom movements have drawn support from Africans in the territories, other African states, the U.N., and world powers. Even today, the South African government is ruled by the British. The South African government cannot maintain stability through force and coercion. Many Africans feel that since they are denied all legitimate channels for social and political reform, they must resort to violence. Continued disorder may eventually explode into a major revolt.

SUGGESTED ACTIVITIES

1. Invite an African to talk with your class. Write down questions you want to ask him.

2. Look in the telephone book for African embassies. Write or call them for materials about their particular country.

3. Find out from the telephone book the numbers of any of the airlines or shiplines in the city. Call them and ask if they go to Africa. If so, write them for pictures, posters, and materials.

4. Ask your teacher to help you get an African pen pal.

5. Check an atlas for current population of some of the African cities you learned about in your study.

6. Find out more about these policies:
    a. French Policy and Practices
    b. Belgian Policy and Practices
    c. Portuguese Policy and Practices
    d. South African Policy and Practices

DISCUSSION QUESTIONS

1. What effect has European settlement had on race relations in South Africa?

2. What do you think is the basis of the legal code "indigenato?"

3. How is subordination of the African perpetuated by the Portuguese policy of indigenato?

4. What would the Afrikaners stand to lose if they had an open policy? What would they gain?

5. Explain what is meant by the legal code of indigenato. What does this policy mean in the everyday lives of the Africans?

6. What exactly is apartheid? How does this policy affect the lives of the Africans?

7. How does the population breakdown of South Africa make these policies particularly unjust?

8. In what sense can the Africans bound by the legal code of indigenato and the aparthied policy be considered slaves?

9. Read the following statement and determine whether or not you agree with it:

   The master is as much a slave in a master-slave system as the slave himself. He is tied to the slave and depends upon him for his psychological life as well as his physical life. The slave and master are interdependent.

   If you agree with the above statement, then in what sense might the South African Whites be considered slaves?

10. How important is race itself in this whole issue in South Africa?

11. Some Black leaders in the United States advocate separate development of the races. This idea includes separate land for Black Americans, separate schools, and a separate economic system. How does this Black separatist movement compare with apartheid?

Most of Africa today is politically independent, but in some areas, such as South Africa and Rhodesia, the majority of the population is not yet free. Two major events led to Africa's struggle for freedom: the sixth conference of the Pan-African Congress, led and inspired by Dr. W. E. B. DuBois, and the beginning of the Rassemblement Democratique Africain,which was especially concerned with an all-territory freedom movement for French African colonies. Both conferences came after World War II. This triumph over Hitler and the countries which fought on Germany's side provoked the African people to think more and more about freedom.

The people of West Africa were the first to win internal self government. Ghana became an independent state in 1957, and Nigeria in 1960. By 1956, the French West African territories were moving toward freedom. Most of the White settlers in East and Central Africa were against any advance toward African equality, but by 1964, nearly all the colonies of Britain and France and those of Italy and Belgium were independent nations again. The Portuguese colonies, Angola and Mozambique, however, faced a different fate. Their fight for freedom continues. We do not know how these people of South Africa, Rhodesia, and the Portuguese colonies will overcome their oppressors, but Africans who now have independent governments have a new job to do. They must build a new system of government and establish new ways of community peace, even though fragmentation of authority does not mean lawlessness and disorder. Economic reconstruction is needed; Farming must be improved, and cheap electric power must be provided, new industries must be started. Paved roads and railroads must be added, and the children must have good schools and colleges to attend.

Although the system of education has improved, there are still problems. Of the 150 million inhabitants, there are only about 62,000 college students. The secondary schools have not prepared the students to meet college entrance requirements. Small nations find difficulty in financing and equipping a modern university. The university must be staffed with competent instructors. In spite of these difficulties, the African universities will continue. Many young Africans are willing; they are capable of meeting the challenge of scholarship. Educational facilities and methods are still improving.

SUGGESTED ACTIVITIES

1. Locate the new independent nations and their capitals.
2. Use library research to read about the newly emerged nations and present group reports.
3. Make flags of the African states.
4. Study the facts given in the section that follows, "Rise of New African States."

LOOKING AHEAD

Throughout the Black Studies supplement to be integrated into the social studies of Grade 6, we have re-visited the continent of Africa. We hope teachers and pupils have learned many new facts about Africa and its peoples. You have learned that all mankind on planet Earth probably started from Africa. You have learned of the periods of struggle over many centuries. Today, modern Africa stands at the dawn of a new day - as though it were the beginning of recorded time. What does the future hold for its proud peoples? What do the gods have in store for the future of the continent of Africa? Does the future of world peace depend on how the world powers treat the rise of African nationalism? Keep studying this continent. What happens there will affect the future of your country, too.

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APPENDIX

APPENDIX

Teachers will find the two lists in the appendix to be ready references as source material to supplement the curriculum material contained in the guide. The selected Black personalities are presented in two formats.

The first, a list of selected Black personalities with terse biographical notes categorized by their major activities or occupations, is included as a resource for teachers. Activity categories under which the personalities are grouped include: Activists, Actors and Actresses, African Leaders, Artists, Athletes, Business Leaders, Dancers, Diplomats, Educators, Explorers, Government Leaders, Labor Leaders, Medicine, Military, Ministers, Musicians and Singers, St. Louis Leaders, Scientists and Inventors, and Writers.

The second, a calendar, lists the personalities whose expanded stories are in the curriculum guide under a month of the year connected with this person. This calendar will allow the teacher to feature a Black personality associated with the month or day or holiday.

The lists are not intended to be exclusive nor are the biographical sketches complete. Rather the teacher may desire pupils to find out more about these personalities or other such persons as an outgrowth of the integration of the Black Studies materials into the instructional program of pupils in the St. Louis Public Schools.

ACTIVISTS

BATES, DAISY

Arkansas president of the National Association for the Advancement of Colored People; leader in an effort to integrate the Little Rock Public Schools, resulting in federal troops used to enforce admission. Awarded Spingarn medal.

CLEAVER, ELDRIDGE

A major Black Panther theoretician. Exiled himself to Europe and Algeria.

***DOUGLASS, FREDERICK**

Activist, abolitionist, writer, statesman. Born a slave, went North to become one of the prime speakers for abolition; edited the North Star. He held several government posts including recorder of deeds and U.S. minister to Haiti.

EVERS, CHARLES

Mayor of Fayette, Mississippi. Candidate for governor. Took over the NAACP leadership in his state for his brother after he was murdered.

FARMER, JAMES

Statesman, activist, former national director of Congress of Racial Equality and one of its founders. Served as HEW assistant secretary.

DAVIS, ANGELA

Former UCLA philosophy instructor. An admitted Communist. Famed for California court case.

GREGORY, DICK

Civil rights activist, comedian. Born in St. Louis, graduate of Sumner High School. Active in other minority group problems, has worked with Indians.

JACKSON, REV. JESSE

National president of PUSH (PEOPLE UNITED TO SAVE HUMANITY), recently organized by Jackson, who had become a national figure through his association with the Southern Christian Leadership Conference and Operation Breadbasket in Chicago.

***KING, DR. MARTIN LUTHER Jr.**

Activist, author, minister. President, Southern Christian Leadership Conference. Leader of the Montgomery bus boycott (1956), keynote speaker at the March on Washington (1963), youngest Nobel Peace prize laureate (1964), Ph.D. in philosophy, taught a non-violent philosophy.

* Deceased

ACTIVISTS

McKISSICK, FLOYD B.

National director of the Congress of Racial Equality (CORE) since 1966. Lawyer.

SEALE, BOBBY

Activist. Leadership role in the Black Panther Party.

***SINGLETON, BENJAMIN "Pap"**

A Post-Civil War colonizationist; advocated the great exodux of Blacks in the 1870's to Kansas.

***SMALLS, ROBERT**

Gave Confederate ship Planter to the union navy during the Civil War; served as a reconstruction Congressman for 8 years.

***TRUTH, SOJOURNER**

Famous preacher, abolitionist, and lecturer. During the Civil War, she helped care for wounded soldiers.

***TUBMAN, HARRIET**

One of the greatest conductors of the UNDERGROUND RAILROAD. Called the "Moses of Her People."

***TURNER, NAT**

Led the major slave uprising in the early 19th century.

WILKINS, ROY

Born in St. Louis, Mo. Executive secretary of the NAACP. Speaker for the civil rights revolution; majored in journalism at University of Minnesota; joined the staff of Kansas City Call, a leading Negro weekly from 1923-1931. In 1934, became editor of Crisis magazine and continued for 15 years.

***YOUNG, WHITNEY**

National executive director of Urban League from 1961-1971. Prominent lecturer and author. civil rights leader; formerly served as dean of the Atlanta School of Social Work, Atlanta University.

ACTORS AND ACTRESSES

*ALDRIDGE, IRA

One of the most celebrated Shakespearean actors of the 19th century.

DAVIS, SAMMY, Jr.

Singer, dancer, comedian, actor. Often called "the world's greatest entertainer" due to his remarkable versatility.

*HARRISON, RICHARD B.

Gained national prominence on the basis of one role, his characterization of "De Lawd" in *Green Pastures*. Portrayed this role 1,656 times and won the 1930 Spingarn medal and several honorary degrees.

HORNE, LENA

Singer, actress. First black woman to sign a term-contract in films.

MILLS, FLORENCE

Singing comedienne and dancer. Became famous for her cake-walking and buck dancing.

O'NEAL, FREDERICK

Veteran actor-president of Actors Equity. Born in Mississippi, educated in St. Louis, graduated from Sumner High School. Appeared in Urban League Productions, founded the Ira Aldridge Players, appears often on stage, screen, and television.

POITIER, SIDNEY

American Negro actor. Won "Oscar" award in 1964 for his performance in *Lillies of the Field*.

*WILLIAMS, BERT (EGBERT AUSTIN)

Actor. Star of the *Ziegfeld Follies* for ten years. Refined the art of Negro comedy by replacing crudity with finesse. Blazed the trail for the Negro performer from the minstrel stage to the legitimate theater. Collaborated with George Walker in producing shows in which he performed.

WILSON, CLEROW "FLIP"

Comedian. Starting from a career of humor while he was in the Armed Forces, "Flip" has moved from night clubs all over the country to be one of television's most lauded stars. He now has a weekly program called "The Flip Wilson Show."

AFRICAN PERSONALITIES

***BER, SUNNI ALI**

Ruler of Songhay (1464-1492). Songhay had a central system of government and much wealth because of the administration of taxes and trade. His armies conquered much territory.

BROOKS, ANGIE

U.N. Representative from Liberia. Served as president of the U.N. General Assembly in 1969.

GOWON, GENERAL YAKUBU

President of Nigeria. Nigeria is the most heavily populated nation in Africa and one of the most literate. Independent since 1960, Nigeria has had much strife between major tribes.

HOUPHOUET-BOIGNY, FELIX

President and leader of government of the Ivory Coast. The capital, Abidjan, is considered the "Paris" of Africa. Because of the benefits attributed to French aid, the Ivory Coast's economic development shows rapid growth.

KENYATTA, JOMO

Leader of Kenya African Union, which was reputed to be behind the Mau Mau group of early guerilla fighters for Kenya independence. Prime minister of Kenya government since independence.

***LUTHULI, CHIEF ALBERT JOHN**

Former president of the African National Congress, South Africa; first African to be awarded the Nobel Peace Prize in 1960.

***MBOYA, TOM**

Minister of economic development and planning in Kenya at the time of his assassination in 1969.

MOBUTU, JOSEPH D.

President of the Republic of Zaire, a former general who has helped to improve the country's economic conditions. The government's new policy of authenticity is a conscious effort to return the people to their ancestral traditions.

***MOHAMMED, ASKIA**

Ruler of Songhay who followed Sunni Ali Ber. Askia strengthened the Moslem religion among his people and extended the boundaries of the country.

AFRICAN PERSONALITIES

*MUSA, MANSA

Ruler of Mali (1312-1337), who unified the people, established a good government, encouraged education and crafts; took the most famous pilgrimage to Mecca.

*NKRUMAH, KWAME

National leader of Ghana who did much to make up the timetable for independence; served as prime minister and president of Ghana, after independence.

NYERERE, JULIUS

President of the United Republic of Tanzania was named when the country became independent in 1964. The government has nationalized all banks and many industries. Nyerere believes a one-party system is more democratic than a two-party system.

SANDIMANIE, ELLEN A.

First woman mayor (or commissioner) of Monrovia, capital of Liberia. She is also a minister.

SELASSIE I, HAILE

LION OF JUDAH, EMPEROR OF ETHIOPIA (E. Africa), direct descendant of the Queen of Sheba, and longest continuous ruler in Africa, crowned in 1930. Ethiopia is the oldest continuously Christian (Coptic Christian Church) country in the world.

SENGHOR, LEOPOLD SEDAR

President of Senegal is also a well-known poet who has been translated from French to English. He is also one of Africa's leading intellectuals. He has coined the term "negritude," often defined as "a kind of special quality that Africans show, an emotional relationship to life different from the European material emphasis."

TOLBERT, WILLIAM

President of Liberia. After serving as vice president of Liberia, he succeeded to the presidency upon the death of Hon. William Tubman in 1971.

TOURE, SEKOU

President of Guinea is a descendant of the famous Malinke chieftain, Almany Toure, has followed a foreign policy of non-alignment.

*TUBMAN, WILLIAM V.S.

Was president of Liberia, 1943-1971. Liberia was developed in 1822 by the American Colonization Society for the return of free Blacks to Africa. It is Africa's oldest republic.

ARTISTS

BARTHÉ, RICHARD

An outstanding professional sculptor living in the United States today. A member of the National Academy of Arts and Letters. The busts of Toussaint L'Ouverture and Henry Ossawa Tanner were his first commissions. The bust of Booker T. Washington by Barthé is in the Hall of Fame at New York University.

***CAMPBELL, E. SIMMS**

St. Louis born painter and cartoonist. Famous for *Esquire* magazine cartoons.

CARTER, WILLIAM

Painter born in St. Louis.

FLOWERS, GENE

Artist, St. Louis born. Outstanding commercial artist and designer.

HOUSLEY, JESSIE

Artist. Born in St. Louis. Executed the *Origin of Free Masonry*. a mural which hangs in the York Rite Temple in St. Louis. President Harry Truman, when a senator, dedicated this mural in 1941. Teacher.

LAWRENCE, JACOB

Artist, recipient of the Spingarn Medal in 1970 for his eminence among American painters. Noted for painting in series such as: *The Migration of the Negro*, *Coast Guard Life*, etc. have won him great acclaim.

LEWIS, EDMONIA

Sculptor. First of her race and sex to be recognized as a sculptor. Did portrait busts of many of the prominent figures of era, including Abraham Lincoln. Wendell Phillips, Charles Sumner, and John Brown. Did a bust of Henry Wadsworth Longfellow for the Harvard College Library.

***PIPPIN, HORACE**

Had been ranked as the greatest Negro primitive painter of the twentieth century; won a Carnegie Exhibition award. Severely wounded in World War I; received the Croix de Guerre and the Purple Heart.

SAVAGE, AUGUSTA

Sculptor. First Negro to win acceptance in the National Association of Women Painters and Sculptors. Recipient of the Carnegie and Rosenwald Fellowships. Her major work was a commission for the 1939-40 New York World's Fair, a statue, *Lift Every Voice*.

ARTISTS

***TANNER, HENRY O.**

Painter. In 1900, received the Medal of Honor at the Paris Exposition and the Lippincott Prize as well. In 1901, the French government purchased his *Resurrection of Lazarus*.

TURNER, E. CLIFFORD, Jr.

Architect. St. Louis graduate of Sumner High School and Hampton Institute, where he completed his studies in architecture. The newly renovated Samaritan Methodist Church and the Tandy Medical Center on Kingshighway are examples of his work.

***WARING, LAURA WHEELER**

Artist, educator. Received the Harmon Award for achievement in fine arts.

WILLIAMS, PAUL R.

Architect, recipient of Spingarn Medal in 1953 for contributions as a designer and architect in California.

WOODRUFF, HALE

Painter. Won Bronze Award in 1926 Harmon Foundation competition. Studied with Tanner.

ATHLETES

AARON, HENRY (HANK)

Baseball. High life-time batting average in the major leagues; Most Valuable Player award in 1957; entered the 1972 season with 645 home runs for his career. Considered to have the best chance to top the coveted home run record of Babe Ruth.

ALCINDOR, LEW (KAREEM ABDUL-JABBAR)

Basketball. Great college basketball star who led his team, U.C.L.A., to three successive championships. Professional career in Milwaukee.

ALI, MUHAMMED (CASSIUS CLAY)

Heavyweight boxing champion who lost his crown because he was a conscientious objector who refused to serve in the Army. His right of refusal to serve on religious grounds was upheld by the U.S. Supreme Court. Olympic boxing champ.

ATHLETES

ARMSTRONG, HENRY

Boxer. Born in St. Louis. Only pugilist to hold three titles at one time--lightweight, featherweight, welterweight. Presently he is active in church work and Herbert Hoover Boys Club in St. Louis.

ASHE, ARTHUR

World's leading Negro amateur tennis player. In 1966 he was ranked as the number three amateur in America; member of the U.S. Davis Cup Team; graduate of Sumner High School.

BROWN, JIM

Greatest offensive back in the history of professional football. Many people say he is the greatest all-round athlete since the legendary Jim Thorpe.

CHAMBERLAIN, WILT

National Basketball Association scoring champ; businessman. Has led league in scoring since 1959.

GIBSON, ALTHEA

First Negro to become international tennis champion. In 1957, won the Wimbledon singles crown and the doubles championship as well. Also, a successful career as a professional golfer.

MAYS, WILLIE

Baseball. One of the top hitters- an over 300 batting average- 3,000 hits and over 600 home runs. Also noted for his fielding and throwing prowess.

***PICKETT, BILL**

Famous cowboy. The "Dusky Demon from Texas"; invented the rodeo sport called bulldogging.

ROBINSON, JACKIE

Baseball, business. First Negro in major league baseball. Voted "Rookie of the Year" in 1947. Won the National League's Most Valuable Player Award in 1949. First Negro voted into Baseball's Hall of Fame. Also outstanding UCLA athlete in football and track. Since retirement from professional baseball, he has been active in business leadership and the civil rights movement.

RUDOLPH, WILMA

Track and field. Only American woman runner to win three gold medals in the Olympic games. Named by the Associated Press as the U.S. Female Athlete of the Year for 1960, and also won United Press Athlete of the Year honors.

ATHLETES

RUSSELL, BILL

National Basketball Association Boston Celtics leading scorer and super rebounder and first Black coach in professional basketball.

SAYERS, GALE

Football. Player for the Chicago Bears. Considered the NFL's best runner. All-America performance at University of Kansas

BUSINESS

***ABBOTT, ROBERT S.**

Publisher, founder, and editor of the Chicago Defender, one of the largest Negro newspapers and instrumental in bringing many blacks from the South to the North in the period between 1912-15.

***CUFFEE, PAUL**

A wealthy shipbuilder and shipowner. Advocated African colonization. He was involved in the petition protesting taxation.

DICKERSON, EARL B.

Chairman of the board of Supreme Life Insurance Co.; appointed by President Roosevelt as member of Fair Employment Practice Commission; active in civic affairs of Chicago; first Negro to take a law degree at University of Chicago.

***FORTEN, JAMES**

Businessman, abolitionist, inventor. Sailmaker who made a fortune with invention of mechanism to handle unwieldy sails; noted abolitionist who helped to finance Garrison's paper, The Liberator.

GASTON, ARTHUR G.

Self-made Alabama millionaire. Banker, insurance executive, owner of real estate, motels, and funeral homes.

GATES, COL. CLIFTON W.

First Negro named to St. Louis Board of Police Commissioners, now its vice-president. President of Gateway National Bank, president of the C.W. Gates Realty Co. Graduate of Sumner High School.

BUSINESS

HURT, JAMES E. Jr.

Entrepreneur in new ventures such as Central City Foods, Vanguard Furniture, Vanguard Motors (becoming the first Black Volkswagen dealer in the State). as well as head of Employees Loan and Investment Company, a business begun by his father. Member Board of Education of St. Louis. Graduate of Sumner High School.

JOHNSON, JOHN H.

President of Johnson Publishing Company. which produces Ebony, Jet, Hue, Tan, Black World, etc., magazines and novels. Mr. Johnson is also president of the Supreme Life Insurance Company, largest Black insurance firm in the North.

*MALONE, ANNIE M.

Founder of a manufacturing company of beauty products. the Poro College of Beauty Culture, in 1900. Mrs. Malone is credited with being the first Negro owner of a business reaching the million dollar mark in production and noted for its employment of Blacks. St. Louis headquarters to 1930. Poro College was a showplace and cultural center of the community.

DANCERS

BAKER, JOSEPHINE

Singer and dancer often called the "Toast of Paris." Born in St. Louis. During World War II joined the Air Auxiliary of the Free French Forces; received two decorations for her wartime activities.

COLLINS, JANET

Prima Ballerina for Metropolitan Opera, made her debut in Aida.

de LAVALLADE, CARMEN

Dancer, actress.

DUNHAM, KATHERINE

Dancer, choreographer. Studied anthropology and toured Africa and other tropical cultures. Used information gained to create dances. Presently Performing Artist In Residence at Southern Illinois University.

HOLDER, GEOFFREY

Dancer, choreographer, painter.

PRIMUS, PEARL

Dancer, choreographer. Studied primitive dances and rituals. Traveled widely and performed authentic dances and those she created based upon them.

DIPLOMATS

COOK, MERCER

Statesman. First U.S. ambassador to the Republic of Niger, now ambassador to the West African nations of Senegal and Gambia.

DUDLEY, EDWARD RICHARD

Statesman. First Negro to serve in Liberia with the rank of ambassador. Now a judge in the Supreme Court of New York State.

HARRIS, PATRICIA ROBERTS

Diplomat. Former ambassador to Luxenbourg, now chairman of the Credentials Committee of the 1972 Democratic National Convention. Member of the board of several major companies, i.e. Scott Paper Company. Former dean of Howard Law School.

*HEARD, WILLIAM H.

Minister resident and consul general to Liberia. Author of The Bright Side of Life, which he wrote during the time he was living in Africa. Bishop in the African Methodist Episcopal Church.

HOLLAND, JEROME "BRUD"

Statesman, educator, athlete. Ambassador to Sweden, was president of Hampton Institute in Virginia; was an all-American end in football at Cornell University. Member of the New York Stock Exchange.

ROWAN, CARL

Statesman, journalist. Former ambassador to Finland, and former head of the U.S. Information Agency; now syndicated newspaper columnist.

*TURNER, JAMES MILTON

Educator and diplomat. Born a slave in St. Louis County, Mo. Founded Lincoln University in Mo. Appointed minister resident and consul general at Monrovia, Liberia. First Negro in the diplomatic corps.

*WALTON, LESTER

Statesman, minister to Liberia, 1935-1945, appointed by President Roosevelt. Native of St. Louis, graduate of Sumner High School. Served as a reporter for the St. Louis Globe-Democrat and the St. Louis Star-Times; editor, New York Age, credited with the focusing on the capitalization of the word Negro; active in creating opportunities for Blacks in the theater.

WILLIAMS, FRANKLIN H.

U.S. ambassador to Ghana. Formerly ambassador to the United Nations as U.S. representative to the Economic and Social Council, NAACP special counsel; assistant director, Peace Corps.

EDUCATORS

CLARK, DR. KENNETH

Sociologist, educator, psychologist, author. Director of Metropolitan Applied Research Center and author of many books on social dynamics. He is perhaps best known for his book, *Dark Ghetto*. His research showing the effect of segregated schools on Negro children was considered by the U.S. Supreme Court in its historic 1954 decision. Spingarn Medal, 1961.

DAVIS, JULIA

Retired public school teacher. Negro History scholar, lecturer, founder of the Julia Davis Collection of Negro and African Literature and Culture at the St. Louis Public Library and donor The Julia Davis Fund, SLPL; graduate of Sumner High School 1909.

DREER, REV. DR. HERMAN

Noted student of Negro History, author, graudate of Bowdoin College, Phi Beta Kappa; retired professor of Harris Teachers College. Ph.D. University of Chicago. Teacher, English-Dramatics, Sumner High School, 1915-1927, assistant principal, Sumner High School, 1927-1946. Pastor, Kingsway Baptist Church.

*FORTEN, CHARLOTTE

Teacher, writer, poet. She answered the call to teach newly liberated slaves who had been abandoned on St. Helens' Island, South Carolina, during the Civil War. She wrote a diary which was discovered almost a century later and published as a book.

FOSTER, DR. MARCUS

Superintendent of the Oakland Public School System, has extended unifying techniques explored in Philadelphia Schools. Author of the book *Making Schools Work: Strategies for Changing Education.*

*JOHNSON, CHARLES S.

Educator, sociologist. Noted for his research and many books on the Negro in America. Was the first Black president of Fisk University, Nashville, Tenn.

JOHNSON, MORDECAI

First Negro president of Howard University, Washington, D.C. Under his leadership. Howard grew to a leading school for education of Blacks. Distinguished orator.

JONES, ERNEST

Educator, acting superintendent, St. Louis Public Schools, former deputy superintendent after years of service with the Banneker School District. Set up the newest Work-Study High School and was its first principal.

KOONTZ, ELIZABETH D.

First Negro president of National Education Association. Now Director of Women's Bureau. Department of Labor.

EDUCATORS

MAYS, DR. BENJAMIN E. Educator, minister. Former president of Morehouse College, Atlanta; author of several books; eulogist at the funeral of former student, Dr. Martin L. King, Jr. President, Atlanta Board of Education.	NOBLE, DR. JEANNE L. Educator and guidance expert. Assisted in development of Job Corps. Professor at NYU. National president, Delta Sigma Theta Sorority.	RILES, WILSON Educator. Commissioner of education of the State of California.
*SCHOMBERG, ARTHUR Donor to New York Public Library of the Schomberg collection of material related to the history of the Negro. He was also curator of the Negro materials at Fisk University.	SHEPARD, DR. SAMUEL Former district superintendent of the Banneker School District, nationally known for his project "Operation Motivation"; superintendent of schools, E. Chicago Heights, Illinois.	

EXPLORERS

*BECKWOURTH, JAMES P. Explored the west. Discovered good travel routes for settlers who would come later. Found a new pass through the mountains into California.	*COFFEY, ALVIN A. Slave who went with the "forty-niners" to Sutter's Fort, California. Purchased own freedom.	*DU SABLE, JEAN BAPTISTE POINTE Explorer, fur trapper and trader. First settler of Chicago. Buried in St. Charles, Missouri.

APPENDIX: SELECTED BLACK PERSONALITIES

EXPLORERS

*ESTEVANICO

First Black man to travel through the southwestern part of the United States. Discovered one of the great Pueblo cities of the Zuñi Indians in what is now called Arizona and New Mexico.

*IKARD, BOSE

Famous cowboy who blazed the Goodnight-Loving Trail; noted for his skill in roping, fighting, and riding.

*LAWRENCE, ROBERT H.

Black astronaut in U.S. space program. Killed in the training program.

*OLANA, NUFLO de

Accompanied Balboa in 1513 when he discovered the Pacific Ocean.

*NIÑO, PEDRO ALONZO

Navigated the Niña, one of Columbus' ships.

GOVERNMENT

BOND, JULIAN

Elected to Georgia legislative in 1966. Denied seat for opposing U.S. involvement in Vietnam War but subsequently seated. Nominated for president in 1968, but had to refuse because of his age.

BRIMMER, ANDREW

Statesman, economist, member of the Board of Governors of the Federal Reserve System. Formerly assistant secretary of Commerce.

BROOKE, EDWARD W.

U.S. Senator from Massachusetts. First Negro to be elected to the U.S. Senate in the 20th century. Republican.

*BRUCE, BLANCHE K.

Senator, Republican, Mississippi. The only Negro to serve a full term in the U.S. Senate during Reconstruction. Register of the U.S. Treasury. Held other civic positions.

*BUNCHE, RALPH J.

Mediator, educator. United Nations undersecretary for Special Political Affairs. Awarded Nobel Peace Prize.

CHISHOLM, SHIRLEY

Negro representative of Brooklyn, N.Y. The first Black woman to win a seat in Congress. A candidate for president in 1972. Democrat.

GOVERNMENT

CLAY, WILLIAM L.

Congressional representative for the First District, State of Missouri. Democrat.

CONYERS, JOHN Jr.

Democrat, Michigan.
Member of Congress since 1965.

DELLEMS, RONALD V.

Democrat, California.
Member of Congress since 1968.

***DePRIEST, OSCAR**

First Negro congressman from the North. Elected in Chicago in 1928, he served until 1935. Republican.

DIGGS, CHARLES C.

Democrat, Michigan.
Member of Congress since 1955.

FAUNTROY, WALTER

Democrat, U.S. congressman at large--non-voting-representing the District of Columbia since 1968.

GRANGER, LESTER B.

National Urban League executive director; special advisor to the Navy during World War I to recruit and enlist Blacks in the regular navy, marines, and Coast Guard.

HAWKINS, AUGUSTUS

Democrat, California.
Member of Congress since 1961.

MARSHALL, THURGOOD

Associate justice, U.S. Supreme Court; U.S. solicitor general; director-counsel of the NAACP's Legal Defense and Educational Fund; recipient of the Spingarn Medal. More victories in the Supreme Court than any other lawyer. Thirty-two cases won out of thirty-five as NAACP counsel for twenty-four years.

GOVERNMENT

McNEAL, THEODORE D.

First Negro state senator of Missouri, Democrat, 4th District; chairman, Democrat Caucus; chairman, Appropriations Committee. Served for many years as labor union leader (Brotherhood of Sleeping Car Porters). Commissioner, St. Louis Housing Authority and member of Board of Curators, University of Mo.

METCALFE, RALPH

Democrat, Illinois. Appointed to vacancy left by Congressman William Dawson and was subsequently elected to the position. Noted for Olympic athletic career at Marquette University.

MITCHELL, PARREN J.

Democrat, Maryland. Member of Congress since 1968.

MOTLEY, CONSTANCE BAKER

Jurist. U.S. District Court, Southern District of New York. Famous as NAACP legal counsel in Meredith vs University of Mississippi defense. Also elected president of the Borough of Manhattan in 1965.

NIX, ROBERT N.C. Jr.

Democrat, Pennsylvania. Member of Congress since 1959.

***PINCHBACK, PINCKNEY B.S.**

Lieutenant governor of Louisiana. Served 43 days as governor of Louisiana in 1873 upon the impeachment of White incumbent during the Reconstruction Period. Elected to U.S. Senate from Louisiana but was denied his seat.

***POWELL, ADAM CLAYTON Jr.**

Statesman, minister, activist. Longtime member of the House of Representatives, Democrat, N.Y. since 1944. In 1961, he became the chairman of the powerful Congressional Committee on Education and Labor and pushed through some 60 pieces of legislation to improve education and job opportunities for the nation's Black and poor.

RANGEL, CHARLES B.

Democrat, New York. U.S. congressman. Defeated Adam Clayton Powell, Jr. in the primary and was subsequently elected to that position.

***REVELS, HIRAM RHOADES**

Senator. First Negro to have served in the U.S. Senate. Elected from Mississippi to the seat formerly held by Jefferson Davis.

GOVERNMENT

STOKES, CARL

Statesman, former mayor of Cleveland, Ohio, was part of a triumvirate of the "Big City" mayors, including Richard Hatcher and Walter Washington of Washington D.C. Served two terms.

STOKES, LOUIS

Democrat, Ohio.
Member of Congress since 1968.
Leader in Black Caucas of Congressional Leaders.

TAYLOR, HOBART Jr.

Director of the Export-Import Bank since 1965. Previously served President Lyndon B. Johnson as an associate special counsel.

TROTTER, JAMES MONROE

Held the federal office of recorder of deeds during the Reconstruction Period. Writer, former assistant superintendent in the Post Office Department in Boston.

WASHINGTON, DR. BENETTA B.

Director, Women's Centers, Job Corps, Office of Economic Opportunity.

WASHINGTON, WALTER E.

Mayor of Washington D.C.
Former director of the National Capitol Housing Authority.

WEAVER, ROBERT

Statesman, first Secretary of U.S. Department of Housing and Urban Development. Appointed to the President's cabinet in 1966, first Black member. Formerly chief of the Negro Employment and Training Branch of the Labor Division of the War Production Board; director of the Negro Manpower Commission.

WOODS, HOWARD

Named associate director of the U.S. Information Agency (USIA) in 1965. He entered government after a 16-year journalism career; executive editor of *Argus*; now hosts TV show, THE BLACK EXPERIENCE; executive editor, *St. Louis Sentinel*. Graduate of Sumner High School.

YETTE, SAMUEL F.

Former special assistant for civil rights, Office of Economic Opportunity; an award winning writer and journalist, has written for *Ebony*, *Afro-American*, *Life* and *Newsweek*. Currently he is on the staff of Howard University.

LABOR

FLETCHER, ARTHUR

Former assistant secretary of Labor during the Nixon Administration; alternate delegate to United Nations and then resigned to become director of the United Negro College Fund.

RANDOLPH, A. PHILIP

Labor leader and activist. Longtime civil rights leader. Vice-President AFL-CIO. Founder of the Brotherhood of Sleeping Car Porters in 1925. Organized the first March on Washington in 1949 to protest discrimination in defense plants, resulting in the Fair Employment Practices Act. Leader of 1963 March on Washington.

***TOWNSEND, WILLARD S.**

Organizer of the United Transport Service Employees Union and international labor leader; vice-president of Congress of Industrial Organizations (CIO).

WEAVER, GEORGE L.P.

Assistant secretary of Labor for International Affairs named by President John F. Kennedy, 1961. Served in the CIO as a member of the War Relief Commitee. Executive secretary of AFL-CIO Civil Rights Committee. Chairman of the U.S. delegation to the Interantional Labor Organization.

WHITE, ROBERT L.

President, National Alliance of Postal and Federal Employees. Major role in fight to maintain gains of Negro postal employees in the changing U.S. postal service organization.

***WILKINS, J. ERNEST**

Born in Farmington, Missouri. Assistant secretary of Labor, appointed in 1954 by President Dwight D. Eisenhower, first Negro to be appointed to a subcabinet post. Graduate of Lincoln University in Jefferson City, Mo. Grand Polemarch, Kappa Alpha Psi Fraternity.

MEDICINE

*BOUSEFIELD, DR. MIDIAN O.

Physician from Chicago. Commander of medical officers at Negro Army Hospital at 93rd Division, Fort Huachuca, Arizona, during World War II. Writer of many articles on the Negro physician and health problems of Blacks. Past president of the National Medical Association.

COBB, DR. W. MONTAGUE

Cited for his studies in anatomy and physical anthropology, he is the best-known historian of the Negro in medicine. Professor of Anatomy at Howard University, he is a former president of the National Medical Association.

COBB, DR. PRICE M.

Authored Black Rage with psychiatrist Dr. William H. Grier. The book and subsequent ones examine the psychological foundations of the anger and conflict common to many Blacks due to their position in society.

*DELANEY, DR. MARTIN R.

Activist, physician. Leader in exploring possibilities of establishing colony in Africa for Americans of African descent. Made scientific studies in Africa; helped Douglass edit the North Star; had his own newspaper and served as a major in the Civil War.

*GILES, DR. ROSCOE C.

Influential Chicago physician. One of the first group of Black physicians admitted to the American College of Surgeons, desegregation move of the 1940s. Past president of National Medical Association.

*LAWLESS, DR. THEODORE K.

Scientist, physician, dermatologist. One of the world's renowned skin specialists, who practiced in the heart of Chicago's Black community. He also contributed to the scientific treatment of syphilis and leprosy. Teacher, Northwestern University School of Medicine. Philanthropist.

*McKINNEY, DR. SUSAN

First Negro woman doctor.

OSBORNE, ESTELLE MASSEY

First director of School of Nursing at Homer G. Phillips Hospital. Later an instructor of nursing at New York University and now an official in the National League of Nursing.

*WILLIAMS, DR. DANIEL HALE

Surgeon who performed the first successful open-heart surgery. Founded Provident Hospital in Chicago for all races. In 1913 he was made a Charter Member of the American College of Surgeons.

MILITARY

CARTWRIGHT, ROSCOE C.

Army named him for promotion from colonel to the rank of brigadier general on May 13, 1971.

DAVIS, BENJAMIN O. Jr.

U.S. Air Force. First Negro to command an air base, Godman Field in Kentucky. Promoted to brigadier general in 1954. Held many assignments since and retired in 1969.

DAVIS, BENJAMIN O. Sr.

Brigadier general. First Negro general in the history of the U.S. Armed Forces, appointed in 1940.

DAVISON, MAJ.GEN. FREDERIC E.

The first Black officer to command an American Army Division. Presently deputy chief of staff for personnel in Europe, he is credited with starting new programs in the area of equal opportunity and human relations, and methods of combating drug abuse.

DILLARD, OLIVER W.

Army named him for promotion from colonel to the rank of brigadier general on May 13, 1951.

GRAVELY, ADMIRAL SAMUEL L. Jr.

Navy. The only seagoing skipper among three Black captains who was elevated to the position of first admiral in the U.S. Navy.

HAMLET, JAMES G.

Army named him for promotion from colonel to the rank of brigadier general on May 13, 1971.

JAMES, BRIG.GEN. DANIEL F.

Air Force. Received this rank on March 31, 1970, and on the same day was sworn in as deputy assistant secretary of defense for public affairs. Gen. James is known for his fine record as a pilot, commander, and speaker to youth and college students.

***MILLER, DORIE**

Messman aboard the USS Arizona; manned a machine gun during the Pearl Harbor attack; downed four Japanese planes; won the Navy Cross.

APPENDIX: SELECTED BLACK PERSONALITIES

MINISTERS

***ALLEN, RICHARD**

Founder of the AME Church and served as its first active bishop. He was the originator of the "kneel-in" to protest segregation in a church.

***BOYD, RICHARD HENRY**

Outstanding Baptist minister and founder of the National Baptist Publishing Board; founded Bishop College in Marshall, Texas, Hearne Academy and several theological seminaries in America and the Panama Canal Zone.

***DICKSON, MOSES**

Organizer of education, builder of Lincoln University in Jefferson City, Mo.; founder of the Knights and Daughters of Tabor, soldier of the Union, a political figure, developed International Order of Twelve, and AME minister.

***DIVINE, FATHER**

Founder of the Peace Mission Cult whose followers worshipped him as God incarnate on earth. Established low-priced meals during the 30s and 40s and gained many followers who spiritually joined in the massive cooperative agency.

GARNETT, REV. HENRY HIGHLAND

Minister and abolitionist, son of an African chief. Excellent lecturer, editor, U.S. minister to Liberia, he believed that slavery could only be ended by a slave revolt.

***HEALY, BISHOP JAMES AUGUSTINE**

First Negro Catholic bishop in the U.S., presided over the diocese of Maine and New Hampshire where he greatly increased the number of parochial schools and missions.

JACKSON, JOSEPH H.

President, National Baptist Convention, USA, Inc. since 1953. Traveled and preached world-wide. Pastor of the Olivet Baptist Church in Chicago.

MUHAMMED, ELIJAH

Leader of the Black Muslims, a sect devoted to Black separatism but noted for work in rehabilitation of prisoners, establishing own schools, businesses, and farm work. Black Muslims are reputed to have holdings worth $75,000,000.

***PAYNE, DANIEL A.**

Bishop of the AME Church beginning in 1852, who sought to improve the character of Christian ministry. Led in the purchase of Wilberforce University and served as its president for 16 years.

APPENDIX: SELECTED BLACK PERSONALITIES

MINISTERS

SULLIVAN, REV. LEON

Founder and chairman of the board of Opportunities Industrial Centers in Philadelphia. He is also on the board of General Motors Corporation.

***TOBIAS, CHANNING H.**

Minister, statesman, world traveler. U.S. alternate delegate to the U.N.; ordained minister of the CME Church; ranking Negro, YMCA National Board Staff; NAACP board chairman; director of the Phelps-Stokes Fund, a foundation devoted to the improvement of educational opportunities for Negroes. Received the Spingarn medal.

***TOLTON, AUGUSTUS**

First Negro Catholic priest in American. Born in Ralls County, Missouri; ordained in Rome; served in Quincy and Chicago, Illinois.

MUSCIANS AND SINGERS

ANDERSON, MARIAN

Famous Black contralto; concert singer. Won a singing contest in Philadelphia; the first Black vocalist to sing at the Metropolitan Opera in New York. U.S. representative to United Nations.

BILLUPS, KENNETH BROWN

Director of Vocal Music, Sumner High School; executive, Division of Youth Services, City of St. Louis; distinguished conductor of musical groups, arranger and composer. Past president, National Association of Negro Musicians.

***BLAND, JAMES A.**

An accomplished minstrel, comedian and composer. "Carry Me Back to Old Virginny" was one of his first successful compositions.

MUSICIANS AND SINGERS

BROWN, JAMES

Hailed as "Soul Brother No. 1," Brown popularized "Say it loud. I'm Black and I'm proud." In his appearances with young people, he also emphasizes the need to stay in school, though he was a drop-out. Brown is an astute businessman and has organized the Black and Brown Trading Stamps.

BUMBRY, GRACE

Born in St. Louis; graduated from Sumner High School. A brilliant mezzo-soprano; has starred at the Metropolitan Opera after a European debut.

DIXON, DEAN

First Negro and youngest musician ever to conduct the New York Philharmonic Orchestra. Offered no steady musical post, he left for Europe in 1949. He has continued to live in Europe while conducting leading orchestras there. Conducts the Frankfort Radio Symphony.

FIFTH DIMENSION, THE

A popular singing group which includes Marilyn McCoo, Florence LaRue, Ronald Townson, Lamonte McLemore, and Billy Davis. The males were born in St. Louis and attended public schools here. Their hit records include "Up, Up and Away," and "Aquarius."

FITZGERALD, ELLA

Considered as the top female vocalist in virtually every poll because of her ability to use her voice like an instrument. A leading jazz interpreter of the popular song.

FRANKLIN, ARETHA

Noted for her gospel approach to singing. Recipient in 1972 of the Dorie Miller Medal of Honor Award and a cash award which is presented to organizations or individuals who make outstanding contributions to the welfare, progress, and prestige of the Black race.

HAYES, ISAAC

Musician, singer, composer, and organist. Recipient of 1972 Academy Award for the music of *Shaft*.

HAYES, ROLAND

Tenor, concert singer. Awarded the Spingarn Medal in 1924. First Black to give recital in Boston's Symphony Hall; gave command performances in London. Rare gift of interpreting songs and Negro spirituals.

HOLMES, EUGENE

St. Louis born singer, nationally known. Attended colleges in Arkansas and Indiana. Metropolitan Opera singer, now in Europe.

MUSICIANS AND SINGERS

JACKSON FIVE, THE

Michael, Marlon, Jermaine Toriano, and Sigmund Jackson from Gary, Indiana. Sold nearly 15,000,000 single records and 8,000,000 record albums in two years. The boys have made many personal appearances, T.V. specials. Their Jackson Five Cartoon Show is highly successful.

*JACKSON, MAHALIA

Gospel singer, world renowned. Coordinated a mammoth Southern Christian Leadership Conference benefit program in Chicago which raised nearly $40,000 for the civil rights cause. Her best known record albums include Bless This House, Sweet Little Jesus Boy, and The World's Greatest Gospel Singer.

JESSYE, DR. EVA

Noted choral director and authority on the folk opera Porgy and Bess. Selected by Gershwin for the original cast and has directed it world-wide. Author, lecturer, actress, and singer. Currently working on her autobiography; artist in residence at University of Michigan.

LEWIS, HENRY

Musician. First Black conductor of the Metropolitan Opera, 1972.

ROBESON, PAUL

Athlete, actor, lawyer, scholar, baritone singer. Phi Beta Kappa, Rutgers University graduate. Rutgers' most famous athlete, excelled in four sports. Graduate Columbia University Law School, world traveler, involved in world politics. Famous for his performances in the stage plays Othello and Emperor Jones, his singing of "Ole Man River."

McFERRIN, ROBERT

St. Louis born Metropolitan Opera singer. Protege of Wirt D. Walton, choir director. Sumner High School graduate.

NELSON, OLIVER

Musician, St. Louis born, Sumner High School graduate, recording artist and composer-arranger, jazz-artist, musical director of television show Ironside.

PRICE, LEONTYNE

Lyric soprano. Metropolitan Opera soloist.

*SCHUYLER, PHILLIPA

Child prodigy, pianist, composer, author; traveled in some 50 countries on goodwill tours, but her life was terminated on a tour of Vietnam.

MUSICIANS AND SINGERS

*SMITH, BESSIE

Blues singer. Considered the queen of the blues during the early 1920s when records first were sold.

WEATHERS, FELICIA

St. Louis born. Metropolitan Opera singer. Vashon High School graduate.

*WILSON, CLARENCE HAYDEN

Instrumental Music Instructor at Vashon and Sumner High Schools; former national president, National Association of Negro Musicians; director of Berea Presbyterian Church choir.

SAINT LOUISANS IN THE NEWS

BANTON, DR. WILLIAM C.

Health Commissioner, City of St. Louis.

DIUGUID, DR. LINCOLN

Professor of chemistry at Harris Teachers College and developer of the Du-Good Microanalytical Laboratories.

EVANS, PEARLIE

Commissioner of Division of Community Services, City of St. Louis. President of Alpha Kappa Alpha Sorority.

FLEMMING, CHARLES

Architect who has designed many of the new homes and buildings in St. Louis and St. Louis County, including the Gateway National Bank Building and St. Phillips Evangelical Lutheran Church.

FREEMAN, FRANKIE

Commissioner, U.S. Civil Rights Commission; attorney for St. Louis Housing Authority; consultant on Public Affairs, CBS Radio Station KMOX; national president Delta Sigma Theta Sorority.

GREGORY, DICK

Social critic, civil rights activist, author, comedian, lecturer, graduate of Sumner High School.

APPENDIX: SELECTED BLACK PERSONALITIES

SAINT LOUISANS IN THE NEWS

HATCHETT, MORRIS M.

Lawyer, deputy director, St. Louis Office of U.S. Department of Housing and Urban Development; former head NAACP in St. Louis and Legal Aid Society program to provide legal service to the poor.

KILPATRICK, LINCOLN

Actor of stage, T.V. and screen. Graduate of Sumner High School, attended Lincoln University. Has appeared in numerous productions including Blues for Mr. Charlie; network T.V. and commercials and currently in movies Cool Breeze and Omega Man.

McMILLIAN, JUDGE THEODORE

Graduate of Vashon High School and St. Louis University Law School. Juvenile Court Judge from 1965-1971 noted for his concern and innovative handling of youthful offenders. Now presiding judge, Criminal Court Division; board chairman, Human Development Corporation.

MITCHELL, DR. EUGENE

Medical director, Homer G. Phillips Hospital; graduate of Sumner High School and University of Missouri Medical School; fellow, American College of Surgeons. Also publisher, St. Louis Argus.

TURNER, NANNIE MITCHELL

President of the St. Louis Argus, oldest continuous black business in Missouri (1912), founded by her husband and his brother.

WALTON, WIRT D.

Choir conductor at Sumner High School and Harris Teachers College; mentor for distinguished singers including Robert McFerrin and Eugene Holmes. Famed for his development and direction of the Sumner High A Cappella Choir and Walton Choraliers.

SCIENTISTS AND INVENTORS

*BANNEKER, BENJAMIN

Astronomer, mathematician, inventor, and essayist. He was on the surveying team to lay out the city of Washington, D.C. For ten years Banneker published an almanac.

*BEARD, ANDREW J.

Invented an automatic device that fastened two railroad cars together.

*BLAIR, HENRY

Invented the corn-planting machine. Granted a patent on October 14, 1834. First U.S. patent issued to a Negro.

SCIENTISTS AND INVENTORS

***CARVER, GEORGE WASHINGTON**

Scientist who devoted his life to research to help farmers. Missouri born.

***DREW, DR. CHARLES**

Pioneer in blood preservation; founder of the blood bank. He was the chief surgeon and head of the staff at Freedmen's Hospital in Washington, D.C.

JULIAN, PERCY L.

First Black man to be hired as a research scientist for a major industrial company. Headed the research division of the Glidden Co. His research led to the relief of arthritis and glaucoma. Developer of soy bean products.

***JUST, ERNEST E.**

Scientist. Internationally famous research biologist in the field of fertilization and cytoplasm of cells. Received the Spingarn Medal in 1915. Teacher, Howard University, author, founder of Omega Psi Phi Fraternity.

***LATIMER, LEWIS**

Scientist, inventor, draftsman. Employed by Alexander Graham Bell to make the patent drawings for the telephone.

***McCOY, ELIJAH**

Invented the "lubricating cup" for feeding oil to parts of a machine while it is in motion. His lubricating cup was the first "real McCoy."

***RILLIEUX, NORBERT**

Invented a vacuum evaporating pan that changed the method of refining sugar.

***TEMPLE, LEWIS**

Invented the toggle harpoon which helped the whaling industry of New England.

***WOODS, GRANVILLE T.**

Inventor of many items and holder of some 50 patents including one for an incubator. But his most famous patent was the railway telegraph which helped trains communicate with each other and thus avoid many accidents.

WRITERS

BALDWIN, JAMES

Novelist, essayist. Contemporary comments on society in the fiery language of his prose have made his works well read. Leader of the expatriate group in Paris.

BENNETT, LERONE Jr.

Historian, author. Senior author of _Ebony_ magazine, head of Black Studies at Northwestern University. His books include _Before the Mayflower_ (1962), _The Negro Mood and Other Essays_ (1964), and _What Manner of Man_ (1964).

BONTEMPS, ARNA

Poet, novelist, dramatist, librarian. Has written many stories for children. Director of Human Relations at Fisk University in Nashville, Tennessee.

BROOKS, GWENDOLYN

Poetess. Two well known books for children are _A School in Bronzeville_ and _Bronzeville Boys and Girls_.

*BROWN, WILLIAM WELLS

Writer, historian. First Black to publish a novel, the first to publish a drama, and the first to publish a travel book.

FRANKLIN, JOHN HOPE

Author, teacher, scholar, Professor of History at the University of Chicago. Had been a member of the history faculty at Fisk and several Negro colleges. Was chairman of the Department of History of Brooklyn College. Author of _From Slavery to Freedom_, _The Free Negro in North Carolina, 1970-1860_ and others.

WRITERS

*HANSBERRY, LORRAINE

First Negro playwright to win the New York Drama Critics Circle Award for the play *A Raisin in the Sun* in 1959, produced, directed, and acted by Negroes on Broadway. Her untimely death was at an early age and also at the height of production and popularity.

*HUGHES, LANGSTON

The Negro poet laureate of the 20th century. Born in Joplin, Missouri. Spingarn medalist.

*JOHNSON, JAMES WELDON

Poet, lyricist, critic, activist. Played a number of vital roles in the earlier phase of the civil rights movement of the 20th century as poet, teacher, critic, diplomat, and was the first NAACP executive secretary. U. S. minister to Puerto Cabello, Venezuela, and later minister to Nicaragua. Lyricist for "Lift Every Voice and Sing," often referred to as the Negro National Anthem.

JONES, LEROI

(INAMU AMIRI BARAKA)
A poet and playwright; his poetry and fiction won him a John Hay Whitney Fellowship. His play, *The Dutchman*, won the Obie Award as the best off-Broadway play for the 1963-1964 season.

KELLEY, WILLIAM MELVIN

Author and expatriate. His books include *A Different Drummer*, which won him the Rosenthal Foundation Award; *A Drop of Patience*, *Dem*, and *Dancers on the Shore*.

KILLERS, JOHN

Writer and activist. Had led several Black Writers Conferences at Fisk University. His books include *Youngblood* and *And Then We Heard the Thunder*.

WRITERS

*PUSHKIN, ALEXANDER

Author. Russia's greatest poet. His most popular poem. "The Fisherman and the Fish" appears in many primary school readers in English.

*RUSSWURM, JOHN

First Negro college graduate. Received his degree from Bowdoin College in Maine in 1826. One of the editors of Freedom's Journal, the first Negro newspaper printed in the United States.

*TROTTER, WILLIAM MONROE

Writer and editor of the Boston Guardian, directed attacks on Booker T. Washington's position and called for immediate equality for Blacks. He aided W.E.B. DuBois in organizing the Niagara Movement.

WESLEY, CHARLES HARRIS

Historian, educator, author. Executive director of the Association for the Study of the Negro Life and History; dean, Howard University; chairman, history department; president, Wilberforce University and Central State University in Ohio.

*WOODSON, CARTER

Historian, researcher in Negro History, author. Founder of the Association for the Study of Negro Life and History. Started Negro History Week in 1926 as a national observance. Organized Associated Publishers. His works include The Education of the Negro Prior to 1861 (1915), A Century of Negro Migration (1918), The Negro in Our History (1922), and The Rural Negro (1930).

WRIGHT, RICHARD

A novelist; published Uncle Tom's Children under the auspices of the WPA Illinois Writers Project and won an award for the best fiction by a WPA writer; received a Guggenheim Fellowship. The novel Native Son tells a tale of life in Chicago's Black ghetto. Black Boy, his autobiography, was selected by Book-of-the-Month Club.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

JANUARY

CARVER, GEORGE WASHINGTON

Born 1864. Died January 5, 1943. Scientist who devoted his life to research to help farmers in the South. All nations benefited from the products he developed.

KING, MARTIN LUTHER, JR.

Born January 15, 1929. Died 1968. Minister: leader of Montgomery, Alabama, boycott; 1963 March on Washington. Headed Southern Christian Leadership Conference. Espoused non-violence.

WILLIAMS, DR. DANIEL HALE

Born January 18, 1856. Died 1931. Surgeon who performed the first successful open-heart surgery. Founded Provident Hospital in Chicago. Charter member of American College of Surgeons.

FEBRUARY

HUGHES, LANGSTON

Born February 1, 1902. Died 1968. The "Negro poet laureate" of our day. One of the major American writers of the 20th century. Born in Joplin, Missouri.

TURNER, CHARLES HENRY

Born February 3, 1867. Died 1923. Scientist, teacher, researcher in the behavior of insects.

DuBOIS, WILLIAM E. B.

Born February 23, 1868. Died 1963. Scholar, writer, teacher, civil rights leader; founder of Niagara Movement and the NAACP.

ANDERSON, MARIAN

Born February 27, 1908. Famous Black Contralto. Concert singer - "Voice heard once in a century." From singing contests in Philadelphia to the first Black vocalist to sing at the Metropolitan Opera in New York; U.S. Representative to United Nations.

MARCH

MORGAN, GARRETT A.

Born March 4, 1877. Died 1963. Inventor: First automatic traffic signal, gas mask.

ATTUCKS, CRISPUS

Born 1723. Died March 5, 1770. First martyr for American independence.

TUBMAN, HARRIET

Born 1820. Died March 10, 1913. The greatest "conductor" on the Underground Railroad. She was "The Moses of Her People."

RILLIEUX, NORBERT

Born March 17, 1806. Died 1894. Engineer; invented a vacuum evaporating pan that changed the method of refining sugar.

WARING, OSCAR MINOR

Born 1837. Died March 1911. Educator: First Negro principal of Sumner High School in St. Louis, 1879 - 1908.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

APRIL

L'OUVERTURE, TOUSSAINT

Born 1743. Died April 27, 1803. Soldier, statesman, reformer, martyr. Liberated Haiti from slavery and became Governor.

WASHINGTON, BOOKER T.

Born April, 1856. Died 1915. Educator and statesman. Founded Tuskegee Institute. Most influential Negro of his day.

MAY

McCOY, ELIJAH

Born May 2, 1844. Died 1928. Invented the "lubricating cup" for feeding oil to parts of a machine while it is in operation.

MALCOLM X

Born May 19, 1925. Died 1965. Black Muslim leader; later, head of the Organization of Afro-American Unity.

COLE, RICHARD HILL

Born May 23, 1855. Died 1927. Educator. Principal for 50 years of William J. Simmons Elementary School in St. Louis.

STEVENS, GEORGE EDWARD

Born May 24, 1861. Died 1941. Pastor of Central Baptist Church. Wrote complaints to St. Louis Board of Education causing improved facilities for learning at Sumner High School.

JUNE

DREW, CHARLES R.

Born June 3, 1904. Died 1950. Physician, blood plasma researcher, started the blood bank to be used for transfusions.

CURTIS, WILLIAM PARRISH

Born June 3, 1866. Died 1945. Physician. Helped to found Provident Hospital, later called People's Hospital in St. Louis.

PRUITT, WENDELL O.

Born June 20, 1920. Died 1945. Fighter pilot. A. A. F. World War II. Born in St. Louis. Graduate of Sumner High School. Housing project named in his honor.

DUNBAR, PAUL LAURENCE

Born June 27, 1872. Died 1906. First Black poet laureate. Wrote in dialect and standard English.

SIMMONS, WILLIAM JOHNSON

Born June 29, 1849. Died 1890. Baptist clergyman, educator, lecturer, author.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

JULY

MARSHALL, THURGOOD

Born July 2, 1908. Lawyer, jurist, associate justice, U.S. Supreme Court: former solicitor general, director-counsel of the NAACP Legal Defense and Educational Fund; famed for cases won before the Supreme Court.

ARMSTRONG, LOUIS

Born July 4, 1900. Died 1971. Trumpeter, "Ambassador of good will for the United States."

BETHUNE, MARY McCLEOD

Born July 10, 1875. Died 1955. Educator. Founded Daytona Educational and Industrial Training School for Negro Girls. National leader.

DUMAS, ALEXANDRE père

Born July 24, 1802. Died 1870. World famous French novelist. Best known works, *The Three Musketeers, Count of Monte Cristo.*

AUGUST

MITCHELL, JOSEPH EVERETT

Born August 1, 1876. Died 1952. Publisher and founder of the *St. Louis Argus*, a Black newspaper. Oldest Negro business in St. Louis.

LANGSTON, ARTHUR DESSALINES

Born August 3, 1855. Died 1908. Teacher and principal in the St. Louis Public Schools.

HENSON, MATTHEW A.

Born August 8, 1866. Died 1955. Arctic Explorer; first person to plant the U.S. flag at the North Pole.

BUNCHE, RALPH J.

Born August 7, 1904. Died 1971. United Nations undersecretary for special affairs. Nobel Peace Prize winner.

SEPTEMBER

LATIMER, LEWIS

Born September 4, 1848. Died 1928. Scientist, inventor, draftsman. Employed by Alexander Graham Bell to make the patent drawings for the first telephone.

VASHON, JOHN BOYER

Born September 9, 1856. Died 1924. Teacher, principal in St. Louis Schools for 34 years.

MATZELIGER, JAN

Born September 15, 1852. Died 1889. Inventor of a shoe lasting machine. His invention made Lynn, Massachusetts the shoe making capital of the world.

THE JACKSON FIVE

On September 26, 1971, these popular boys, who have sold in two years, nearly 15 million records and 8 million albums of their songs, received congressional citations from U.S. Senator Vance Hartke of their home state, Indiana.

CALENDAR OF FAMOUS NEGRO PERSONALITIES

JULY

VASHON, GEORGE BOYER

Born July 25, 1824. Died 1878. Lawyer, linguist, educator in Haiti, New York, and Pennsylvania.

AUGUST

SEPTEMBER

CALENDAR OF FAMOUS NEGRO PERSONALITIES

OCTOBER

BLAIR, HENRY

Invented the corn planting machine. Granted a patent October 14, 1832. First U.S. patent issued to a Black inventor.

DESSALINES, JEAN JACQUES

Born 1758. Died October 17, 1806. Statesman, soldier, liberator of Haiti.

NOVEMBER

GIBSON, BOB

Born November 9, 1935. St. Louis Cardinal Baseball pitching star. Named the National League's Most Valuable Player and best pitcher in 1968. Noted for strike out and low run game records.

BANNEKER, BENJAMIN

Born November 9, 1731. Died 1806 Made the first wooden striking clock in America. Wrote an almanac; helped plan the city of Washington, D.C.

HANDY, WILLIAM C.

Born November 16, 1873. Died 1958. Composer. Wrote many blues songs, the most famous being the "St. Louis Blues." Played coronet and trumpet. Dubbed "Father of the Blues."

DECEMBER

COOK, JAMES EDWARD

Born December 4, 1900. Died 1961. Minister, YMCA Executive -- Pine Street. Developed Camp River-Cliff, the "Y" Circus, Sarah Page Youth Center. Pastor, Antioch Baptist Church.

WHEATLEY, PHILLIS

Born 1753. Died December 5, 1784. Poetess. Early American poetess who had a collection published in England.

LANGSTON, JOHN MERCER

Born December 14, 1829 Died 1897. Statesman, lawyer, U.S. minister to Haiti; college president and Virginia congressman in 51st Congress.

MITCHELL, WILLIAM

Born December 15, 1878. Died 1945. Founder and publisher of the *St. Louis Argus*.